REPORT RESUMES

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CURRICULUM GUIDE TO ADULT BASIC EDUCATION, INTERMEDIATE LEVEL.
BY- HOLLIS, JENNIE-CLYDE
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TO MEET THE NEEDS OF THE UNDEREDUCATED WHOSE SKILLS APPROXIMATE FOURTH TO EIGHTH GRADE READING LEVEL AND THOSE FOR WHOM LEARNING ENGLISH AS A NEW LANGUAGE IS THE FIRST STEP IN JOB TRAINING, 20 OCCUPATIONALLY-ORIENTED UNITS OF INSTRUCTION IN READING AND RELATED SKILLS AND A SECTION ON TEACHING THE COURSE ARE OUTLINED. UNITS, PLANNED FOR 20 40-HOUR WEEKS, ARE PRESENTED SEQUENTIALLY IN GRADED ORDER, AND IN EACH ONE THE PREVIOUS UNIT IS REVIEWED AS THE BASIS OF NEW LEARNING. PRIMARY EMPHASIS IS ON READING, BUT ARITHMETIC, SPEECH, HANDWRITING, THE SOCIAL STUDIES, AND SCIENCE ARE PRESENTED CONCURRENTLY, MAKING EACH UNIT AND EACH DAY'S INSTRUCTION AN INTERRELATED WHOLE. SUGGESTIONS ON TEACHER PREPARATION, TEACHING AIDS, AND METHODOLOGY ARE BUILT INTO THE UNITS. THESE ARE REINFORCED BY THE SECOND PART OF THE GUIDE--TEACHING THE COURSE--WHICH INCLUDES A DAILY SCHEDULE, A SAMPLE UNIT PLAN, SUGGESTIONS FOR DRILLS, EXERCISES, TESTING, AND USING VISUAL AIDS, AND GUIDES TO RELATED SUBJECTS. APPENDIXES ARE--A WORD LIST, EVALUATING INSTRUCTIONAL MATERIAL, ENGLISH AS A SECOND LANGUAGE, READABLE WRITING, AND SIMPLIFIED PLAN FOR SCREENING PROSPECTIVE STUDENTS. THIS DOCUMENT, FS 5.213 13031, IS ALSO AVAILABLE FROM U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402, FOR $1.50. (AJ)

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CURRICULUM
GUIDE TO
ADULT BASIC
EDUCATION

* * * * *

Intermediate
Level

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CURRICULUM GUIDE
TO
ADULT BASIC EDUCATION

INTERMEDIATE LEVEL

Edited by: Jennie-Clyde Hollis
Specialist, Adult Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
John W. Gardner, Secretary

Office of Education
Harold Howe II, Commissioner

Jules Pagano, Director
Division of Adult Education Programs

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CONTINUING EDUCATION

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FOREWORD

The learning tools of reading, writing, and arithmetic open the doors of opportunity not only to occupational training and productive work, but also to the larger life of the mind and spirit. The illiterate, or near illiterate, is shut out from a whole world of occupational opportunity and personal growth. With the acceleration of scientific and technical advancement and the increasing complexity of every phase of modern life, the misfortune of being undereducated is accentuated, and the cost to the Nation increases. Basic education has become a necessity for millions of our citizens.

The Manpower Development and Training Act of 1962, as amended, provides for further schooling for unemployed adults and out-of-school youth. This Curriculum Guide to Adult Basic Education was prepared to assist school administrators to raise the educational level of adults to the place where they can take occupational training under the Act. The Guide will also prove useful to those engaged in other Adult Basic Education programs.

The Guide outlines a suggested basic course in reading, writing, and related skills occupationally oriented for grade levels four to eight. It is not a prescribed curriculum, but may be used as desired in whole or in part or merely as a resource in developing instructional programs suited to State, local, and individual class needs.

The Guide was prepared by a Task Force of outstanding educators, with extensive experience in their fields of endeavor, and Office of Education personnel:

Jean Grambs, Associate Professor, College of Education, University of Maryland

Roy B. Minnis, Program Officer, Adult Education Branch, U.S. Office of Education

Eva C. Mitchell, Professor Emeritus, Division of Education, Hampton Institute, Hampton, Va.

Dora F. Pantell, Curriculum Specialist, Bureau of Community Education and Bureau of Curriculum Research, New York City Board of Education

Douglas Porter, Assistant Professor, Graduate School of Education, Harvard University

James O. Proctor, Supervisor of Adult Education, Baltimore City Public Schools

Thomas A. Van Sant, Assistant Superintendent in Charge of the Bureau of Community Education, New York City Board of Education

Betty Arnett Ward, Research Assistant, Adult Education Branch, U.S. Office of Education

The Office of Education is most grateful to the Task Force, to the institutions and agencies that made their services available, and to all those agencies and individuals who supplied materials and other information.

CONTENTS

Page

Foreword iii

Introduction 1

Units of Instruction 5

Unit I - Getting Acquainted 6

Unit II - The World of Work Today 14

Unit III - Learning to Read a Help-Wanted Column 25

Unit IV - Answering an Advertisement by Telephone 31

Unit V - Using the Classified Telephone Directory for Job Leads 38

Unit VI - Employment Services 43

Unit VII - Preparing for an Employment Interview 48

Unit VIII - Making Out an Application Blank 53

Unit IX - Occupational Opportunities in Our Community 61

Unit X - Government Jobs 66

Unit XI - The Labor Union and the Worker 71

Unit XII - Government Regulations That Protect the Worker 77

Unit XIII - Our Social Security System 82

Unit XIV - The Age of Automation and the Worker 87

Unit XV - Getting Along on the Job 91

Page

Unit XVI - Responsibility on the Job 95

Unit XVII - Education for Better Jobs 99

Unit XVIII - Planning and Budgeting for Wiser Spending 104

Unit XIX - The Worker: A Responsible Citizen 109

Unit XX - The Value of Continuing Education 114

Teaching the Course 119

Using the Guide 120

Suggested Daily Schedules 126

Sample Unit Plan 129

Guide to Suggested Drill Activities 139

Guide to Sequential Arithmetic 145

Guide to Speech Work With Native Undereducated Adults 148

Guide to Handwriting 152

Guide to Science 154

Guide to Social Studies 158

Using Instructional Aids 160

Some Basic Principles and Problems of Testing and Evaluation 167

Appendixes 177

A. Evaluating Instructional Material 178

B. Readable Writing 191

Page

C. English as a Second Language 194

D. Word List 211

E. Sample Simplified Plan for Screening Prospective Students 220

INTRODUCTION

The Curriculum Guide to Adult Basic Education, Intermediate Level contains suggestions on meeting the needs of the undereducated whose skills approximate fourth- to eighth-grade reading level, and those for whom learning English as a new language is the first step in job training. Besides providing adults and out-of-school youth with a foundation of literacy, it points up some necessary practical adjustments which may need to be made in their work situations.

The Guide consists of 20 units of instruction in reading and related skills, a section on teaching the course, and appendixes. Throughout the units the subject matter content and the skills development exercises are occupationally oriented. The student learns to read the help-wanted columns; he fills out application forms. Orientation to a specific trade will depend on the trade and the program of instruction. Units are presented sequentially in graded order, and in each one the learning of the previous unit is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, handwriting, speech, and the social studies and science that are necessary to understanding today's world are included. They are presented concurrently, making each unit and each day's instruction an interrelated whole. Suggestions on teacher preparation, teaching aids, and methodology are built into the units.

These are reinforced by the second part of the Guide, containing additional guidelines on teaching the course. It includes a proposed daily schedule, a sample unit plan, suggestions on additional exercises and drills, guides to related subject matter, and suggestions on testing and using visual aids. The appendixes contain a word list based on the subject matter suggested in the units, and other information.

The units are planned for approximately twenty 5-day weeks, 8 hours a day, devoted wholly to basic education. Under other plans adjustments can be made to allow for combining exploratory job training with basic education. Administrative adjustments may also need to be made to take care of varying abilities of students and classes. Periodic testing, ability grouping, and transfers may be called for.

The following suggested range in days for each of the units can be used as a guide for planning a longer or shorter course.

Unit of Instruction	**Title**	**Days**
I	**Getting Acquainted**	**4**
II	**The World of Work Today**	**7**
III	**Learning to Read a Help-Wanted Column**	**6**
IV	**Answering an Advertisement by Telephone**	**5**
V	**Using the Classified Telephone Directory for Job Leads**	**5**
VI	**Employment Services**	**4**
VII	**Preparing for an Employment Interview**	**4**
VIII	**Making Out an Application Blank**	**5**
IX	**Occupational Opportunities in Our Community**	**4**
X	**Government Jobs**	**4**
XI	**The Labor Union and the Worker**	**4**
XII	**Government Regulations That Protect the Worker**	**5**
XIII	**Our Social Security System**	**4**
XIV	**The Age of Automation and the Worker**	**4**
XV	**Getting Along on the Job**	**4**
XVI	**Responsibility on the Job**	**4**
XVII	**Education for Better Jobs**	**6**

Unit of Instruction	Title	Days
XVIII	Planning and Budgeting for Wiser Spending	7
XIX	The Worker: A Responsible Citizen	7
XX	The Value of Continuing Education	2

UNITS OF INSTRUCTION

COURSE UNIT I

GETTING ACQUAINTED

Suggested Teaching Time 4 days

Topics

Getting to Know Each Other
Jobs We Can Do

Objectives

To acquaint students with each other and the goals of the group as a whole; to set the tone of purposeful learning; to help students recognize their own abilities and interests as tools in the learning process

Preparing to Teach the Unit

- Guiding questions to stimulate discussion
- Practice and testing materials
  - Additional drills - preparatory recognition, vocabulary building, language skills, etc.
  - Flash card word and phrase drills, pictures from newspapers and periodicals of factories, offices, money, etc.
  - Theme for chalkboard or on chart
  - Writing and arithmetic exercises
  - Content for related subject matter areas
- Previewing films

Motivating Activities

- Discussion of group and individual goals
- Viewing films

Other Suggestions to the Teacher

One way of helping students get to know each other and to get the first session off to a good start is the partner approach. Pairs of students introduce themselves to each other, and talk about their experiences and interests. Each student then introduces his partner to the group, giving a little personal information about him.

Another way of getting started is to ask individuals guiding questions such as the following:

What kind of work have you done in the past?
What kind of work would you like to do? Why?
What skills are needed for this work?

Each day's instruction should be planned as a correlated unit. Practice in reading, writing, spelling, arithmetic, and the related subject areas such as handwriting, speech, social studies, and science should be included each day. In the first session, the viewing of the film should follow the initial introductions and discussion.

Teaching Aids

Film: Aptitudes and Occupations (16 mm., sound, 10 min.)
Coronet Films, 448 Madison Ave., New York, N.Y.

TOPIC I

GETTING TO KNOW EACH OTHER

Related Activities

Reading

Preparation

Content Orientation - Discussion identifying the kinds of aptitudes and vocational interests needed in some occupations as shown in the film

Vocabulary Orientation

1. Introduction of reading vocabulary (in phrases on chalkboard as they arise in discussion during the four sessions)
   some day
   like to work
   get a good job
   would like to work
   want to learn
   in this class
   learn a trade
   in a shop
   shop or factory
   factory or office
   earn good money
   other people
   become a foreman
   (or other vocabulary related to discussion and text)

2. Preparatory Recognition Drills

   Match words on board with picture.
   money PIX ($ sign)
   factory PIX
   office PIX

   Match flash cards with picture.

   Underline all words on board that begin with w, with f.

   Find a small word in a big one.
   worker
   foreman
   learn
   maybe
   become
   someday

   Choose a word from the flash cards to complete these sentences:

   I would like to earn good ----. (maybe, money, job)
   We come to class to ----. (learn, earn, want)
   A foreman works in a ----. (class, factory, office)

3. Vocabulary Building Drills

   Replace the first letter to make another word.
   would
   could
   should

   all
   ball
   call
   wall
   hall
   fall
   tall

   get
   bet
   met
   pet
   set
   wet
   let

   Replace sh with one or two other letters to make another word.
   shop
   hop
   cop
   mop
   top

   stop
   slop
   flop
   crop

Choose a word or phrase from the board that means the same as the underlined words here.

I want to work in an office.
Perhaps you will someday.
Do you work in a factory?
We all want to make good money.
My brother has a fine job.

Unscramble flashcards into correct sentence order.

Tell which of these words go together to make a sentence:

I would like	works in a shop.
A foreman	to earn good money.

4. Language Skills

We say:

I, you, they earn, learn, make.
He, she earns, learns, makes.

Practice putting the right word in the right place.

He ---- good money. (make, makes)
We ---- good money. (earn, earns)
She ---- a good trade. (learn, learns)
We all ---- in class. (learn, learns)

We say one	We say many
man	men
foreman	foremen
woman	women
person	persons or people

Finish the incomplete words in these sentences.

We have 10 m--- and 5 w--- in this class.
Do you like that m---?
Would you like to become a f---?
Many p--- work in a big factory.
Many p--- earn good money.

We use a big, or capital letter, to begin a sentence. We end a sentence with a period or a question mark. We use the question mark when we ask a question.

Put the capitals, periods, and question marks where they belong here.

we want to learn do you want to learn a good trade we would all like to earn good money

Text (developed as a chalkboard theme or teacher-prepared chart)

I would like to get a good job. I would like to work in a shop or a factory. Maybe I could become a shop foreman someday. Other people in this class would like to work in a shop, factory, or office. We all want to learn a good trade. We all want to earn good money.

Comprehension Testing

Which sentence says where I would like to work?
Which sentence says where other people would like to work?
Which sentence says that we would all like to earn good money?

Answer True or False:
Some people in this class may become foremen some day.
Some people in this class want to work in a factory.
This class has a foreman.

Writing

Spelling
Fill in the missing letter or letters:

cou-d	w-rk
wou-d	bro--er
j-b	o--er

Copying
Copy the sentence that tells about the foreman.
Copy the sentence with the word trade in it.
Copy the sentence with the word money in it.

Writing from dictation
Listen to these sentences
Listen again.

Write what I (the teacher) say.
We would all like to earn good money.
A foreman earns good money.
I want to learn a good trade to earn good money.

Arithmetic

Correct notation of dollar and cent signs
Addition of three digit numbers with decimal point
Concept of carrying
Multiplication as a rapid form of addition
Relation problems; for example:
"My brother works 5 days a week. He spends 50¢ a day for busfare and 75¢ a day for lunch. How much does he spend in a week?
See Guide to Sequential Arithmetic under Teaching the Course.

Speech and Handwriting

See the appropriate guide to speech work and the Guide to Handwriting.

TOPIC 2

GETTING TO KNOW JOBS WE CAN DO

Related Activities

Reading

Preparation

Content Orientation - Discussion about the aptitudes and vocational interests of class members, the importance of relating these to training plans, the importance of literacy skills in today's job market

Vocabulary Orientation

1. Introduction of reading vocabulary (in phrases on chalkboard as they arise in discussion):
    - different things
    - skilled or unskilled
    - fix or repair
    - gas station worker
    - read and write
    - work with numbers
    - work with tools
    - work with their hands
    - need to know
    - use machines
    - become a salesman
    - become a toolmaker
    - almost all
    - easy, easier

2. Preparatory Recognition Drills

    We write the k but we don't say it in these words:

know	knee
knife	kneel

    We write the w but we don't say it in these words:

write	wrong
wrote	wring

    Find a small word in these big words:

toolmaker	handyman
salesman	unskilled
repairman	

    Find a word on the board to fit into these sentences:

    Do you ---- to work with people?

    Do you like to fix or ---- things?

    Do you ---- how to use tools?

3. Vocabulary Building Drills

    Put a letter in front of and to make a new word.

and	land
hand	sand
band	

    Look what happens here:

sandy	candy
handy	dandy

    Replace th with one or two other letters to make another word.

thing	ring
sing	fling
king	swing

    Put un (meaning not) in front of these words to make new words.

skilled	like
do	learn

    What do the new words mean?

Put re (meaning again) in front of these words to make new words:

do
learn
make
read
write
number

What do the new words mean?

Draw a line between the syllables:

become
repair
perhaps
machine
station
maybe

Unscramble flashcards into correct sentence order.

4. Language Skills

We say:
easy, easier, easiest.
See what happens to the y.

Do the same thing with these words:

sloppy ---- ----
floppy ---- ----
happy ---- ----
funny ---- ----

We say:
This is my job.
This is your job.
This is his job.
This is her job.
This is our job.
This is their job.
This job is mine.
This job is yours.
This job is his.
This job is hers.
This job is ours.
This job is theirs.

Finish the incomplete words in these sentences.
I like m--- job.
Is this work y---?
No, this work is m---.
On some jobs, people work with th---- hands.
In this class, we work with o--- heads.

Text (developed as a chalkboard theme or teacher-prepared chart)

People need to know different things for different jobs. For unskilled jobs, people need to know how to work with their hands. For skilled jobs, people need to know how to use tools and machines.

What kind of work do you like to do? Do you like to work with tools? Perhaps you should learn to become a toolmaker. Do you like to fix or repair things?

Perhaps you should learn to become a repairman. Do you like to work with people? Maybe the job of a salesman or of a gas station worker would be good for you.

For almost all jobs today, people need to know how to read, write, and work with numbers. The more you know, the easier it will be to get a good job.

Comprehension Testing

Underline the sentence that talks about the job of a salesman.
Underline the sentence that talks about machines.
Which sentence talks about unskilled jobs?
What does the story say about skilled jobs?
What does the story say about reading, writing, and working with numbers?
What do you think of that idea?

Writing

Spelling

We double the f in the word different.

Here are some more words that double the letter in the middle:

difficult
supper
coffee
address
letter
dinner
collar
dessert (the end of a meal)
middle

Dictation

People have different skills. What is difficult for me may not be difficult for you. I need to learn how to work with my hands. I need to learn how to use tools. I would like to know how to repair things.

Make sentences with these words:

1. What
your
is
address?

2. Do
want
coffee
you
with
dessert?

Arithmetic

Subtraction of numbers with decimals

Related problems; for example:

Mr. A, a toolmaker, earns $87.20 per week. Mr. B an unskilled worker, makes $49.50. How much more does Mr. A, the skilled worker, earn per week? Per year?

Speech and Handwriting

See Guides for suggested group or individual activities.

Related Social Studies and/or Science

See Guides for suggestions.

Unit Summary and Evaluation

Discussion based on the following questions:

State five different kinds of skills and interests people in this class have.

Give examples of occupations in which these skills and interests are needed.

Name three requirements for the job you would like to have.

Tell how you can prepare to meet these requirements.

COURSE UNIT II

THE WORLD OF WORK TODAY

Suggested Teaching Time 7 days

Topics

Significant Developments
Importance of New Job Skills
Training and Retraining

Objectives

To help students understand the changing nature of work opportunities in the world today; to give students a better understanding of the requirements of work today; to convey an appreciation of the importance of training and retraining as necessary job preparation.

Preparing to Teach the Unit

- Guiding questions to elicit student response and stimulate class discussion
- Practice and testing materials
  - Additional practice and testing drills
  - Theme for chalkboard or chart
  - Arithmetic problems
  - Speech and handwriting exercises
  - Flashcards and illustrations such as pictures of machinery used in the colonial days and of recent inventions
- Previewing films and filmstrip
- Inviting and briefing speaker

Motivating Activities

- Viewing of film and filmstrip and discussing the points it makes
- Listening to an industrial leader talking about recent inventions
- Discussing lives of successful men and women engaged in occupations in which students are interested; summarizing skills required, opportunities available, and advantages and disadvantages

Other Suggestions to the Teacher

Four reading selections have been planned for this unit. Three are sequentially graded in content and vocabulary. The fourth is on a slightly more advanced level and is recommended as individual reading activity for more advanced students. Even with these students, vocabulary orientation must precede the actual confrontation with the text. It is suggested that tutorial preparation of this kind be done on an individual basis during the individual reading period.

Teaching Aids

Films: Planning for Success (16 mm., sound, 10 min.)
Benefits of Looking Ahead (16 mm., sound, 10 min.)
Coronet Films, 488 Madison Ave., New York, N.Y.

TOPIC 1

SIGNIFICANT DEVELOPMENTS IN THE WORLD OF WORK

Related Activities

Reading

Preparation

Content Orientation - The world of change

List new inventions that are part of most homes, offices, and factories today.

Look at pictures of machines used during colonial times and discuss the differences between old and new ways of production.

Talk about changes in working opportunities and conditions resulting from new methods of production.

Vocabulary Orientation

1. Introduction of reading vocabulary (on chalkboard as words arise in discussion during the several sessions)
   - a world of change
   - new inventions
   - methods of work
   - many people
   - because
   - today
   - live, living
   - change, changing
   - opportunities
   - both
   - mean

2. Preparatory Recognition Drills

The sound of i (as in live) versus the sound of ea (as in lead).

live, leave rip, reap
bit, beat rid, read
sit, seat lid, lead
hip, heap sill, seal

The sound of th is the same in all of these words.

both
bath
Beth
method
thing
something
anything

Here are some ch words.

change
chance
chicken
check

Can you think of some more?

Here are some j words.

job
just
justice
jelly

Can you think of some more?

Can you find a word you know in these words?

today
invention
because
unskilled
something

3. Vocabulary Building Drills

Look at what we do with these words:

live	living
change	changing
make	making

What happens to the e when you add ing?

Make ing words out of these:

write
like
take
give
have

Replace the first letter to make a new word.

day
May
way
gay
gray
pay
pray
say
stay
stray
spray
slay
clay
crayon

Which words mean the same?

people
methods
opportunities

ways
chances
persons

Unscramble flashcards into correct sentence order.

Use these words in oral sentences of your own.

world
mine
people

changing
skilled

4. Language Skills

We say one	We say many
opportunity	opportunities
city	cities
army	armies
factory	factories
party	parties

We say

many people	more people
much money	more money
little money	less money

most people
(the) most money
(the) least money

We use than after more and after less.

Mr. A has more money than Mr. B.
Mr. B has less money than Mr. A.

Can you make sentences of your own with these words? (Oral)

These words have more than one meaning.

change (small money, to make different)
mean (not nice, indicate)

How would you use them in sentences?

Text (developed as a chalkboard theme or teacher-prepared chart)

We are living in a world of change. We are living in a world of many new inventions. New inventions mean changes in both job opportunities and methods of work. Many people need to change jobs because of the changes in the world today.

Comprehension Testing

Choose the right answer (oral or written).

Today, many people need to change (jobs, addresses, money).
Inventions mean changes in methods of (writing, working, reading).
We are living in a world of (jobs, parties, change).

Questions for oral answers.

Why do many people need to change jobs today?
How would you describe today's world?
What can new inventions mean for us?

Retell the story in your own words.

Writing

Dictation, using functional writing vocabulary of this and previous lessons.

This class is a good chance to learn.
We learn both reading and writing.
Where are you living today?
Would you give me your new address?
My brother wants to change jobs.

Original Composition

Fill in words you know to make sentences of your own.

I ---- to learn a trade.
People with a good trade
---- good money. The world
needs ---- with good trades
today.

Arithmetic

Division with one digit divisor; multiplication review; subtraction review
Related problems; for example:

Two years ago, the C factory packed 15,000 cartons a week. With the new machines, the factory packs 30,000 cartons a week. How many cartons a day did the factory pack 2 years ago? How many cartons a day does it pack today? What is the difference per day? Per week? Per month?

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides for suggested group or individual activities.

Related Social Studies and/or Science

See Guides.

TOPIC 2

IMPORTANCE OF NEW JOB SKILLS

Related Activities

Reading

Preparation

Content Orientation - The role of machines; the skills needed in today's world of work

Vocabulary Orientation

1. Introduction of reading vocabulary (on chalkboard as phrases arise in discussion)
   these, those
   take away from
   create jobs
   also, too
   kind of skill
   kinds of machines

2. Preparatory Recognition Drills

The sound of the first a is the same in all of these words.
away
awake
about
around
Can you think of some more?

Can you find some words you know in these?
create
away
also
many

Fill in the spaces to make words from the board.
I know how to use a m----.
Mr. X knows how to use a machine, t--.
Do you know how to use a machine, a---?
We have many different k---- of machines.
Some machines c--- new jobs for people.

3. Vocabulary Building Drills

Put a new letter or letters in the place of k to make a new word.
kind
find
mind
bind
hind
rind
grind
blind

Add ness to make a new word.
kindness
blind----
good----
new----
Can you think of some more?

Here are some words we can make with some:
something
sometime
somebody
Can you think of some more?

Draw a line between the words or phrases that mean the opposite.
skilled
new
by machine
by hand
unskilled
old

4. Language Skills

Remember we learned to say:

One	Many
man	men
foreman	foremen
woman	women

Now learn:

For one person or thing:	For more than one person or thing:
this	these
that	those

Put this or these in front of these words.
woman
men
persons

Put that or those in front of these words.
women
foreman
people

We say:
I, you, we, they need a job.
He, she needs a job.

Choose the right word to use in these sentences.
We --- to work. (need,needs)
I ---- my job. (like, likes)
Mr. D ---- his job, too. (like, likes)
Mrs. D ---- to get a new job. (want, wants)
She ---- in a factory. (work, works)
Mr. and Mrs. E. also ---- in a factory. (work,works)
They ---- in this city. (live, lives)
Miss F ---- with her mother. (live, lives)
She ---- how to use a machine. (know, knows)
I ---- to learn that. (need, needs)

Text

Machines do many of the jobs of unskilled work today. Machines are taking some jobs away from people. Machines are also creating new kinds of jobs. Most of these new jobs are for skilled workers. What kind of skill would you like to learn?

Comprehension Testing

Read the sentence aloud that says machines are creating new jobs.
Read the sentence that says the new jobs are for skilled workers.
Read the sentence that asks you a question.

Finish these sentences (oral or written).

Machines are taking some jobs away from ----.
Machines are also creating new ----.
The new jobs need skilled ----.

Questions for oral answers.

Do people or machines do most of the unskilled work today?
What happens to the people who used to do that work?
What does that mean for the future of these people?

Writing

The writing of ed

skilled	milled
spilled	chilled
filled	

Can you think of some more?

See how we use these words in sentences.

Write from dictation:
This job is filled.
The man was killed.
The factory was billed $800 for that machine.
The woman spilled the coffee.
The skilled worker makes more money than the unskilled worker.

Arithmetic

Division with two digit divisors
Related problems; for example:

The new machine cost $800. The man paid $25 a month for it. How many months did it take him to pay for the machine?

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides,

Related Social Studies and/or Science

See Guides.

TOPIC 3

TRAINING AND RETRAINING

Related Activities

Reading

Preparation

Content Orientation - The skills required by today's employment market: literacy, vocational training

Vocabulary Orientation

1. Introduction of reading vocabulary (on chalkboard as words arise in discussion)
    - training,retraining
    - with,without
    - can,cannot
    - use,uses
    - operate a machine
    - do something
    - get along
    - important

2. Preparatory Recognition Drills

The rule of the final e

See how the final e makes the middle sound lōng:

rat	rate	operate
cat	Kate	create
can	cane	recane
fin	fine	refine
writ	write	rewrite
us	use	reuse
cod	code	decode
mad	made	unmade

Add an e to these words to make new words:

pan
pal
tap
win
hid
slop
cut

Use each new word in a sentence (orally).

Find a small word in each of these:

training
along
operate
important
without
cannot

Finish these sentences with one of the words from the board (oral or written).

We need skilled workers in our changing ----.

Skilled workers are ----.

Skilled workers can operate the new ----.

To become skilled, most people need ----.

Skilled workers can do things that machines ----.

3. Vocabulary Building Drills

Draw a line between the words that mean the same.

training
get along without
operate a machine
run a machine
learning
do without

Draw a line between the words that mean the opposite.

can
with
outer
outside
long
without
inside
cannot
inner
short

Draw a line between the syllables.
with-out train-ing
can-not op-er-ate
a-long

4. Language Skills

We say:
I, you, we, they have
He, she, it has

Put have or has where it belongs in these sentences (oral or written).
The world ---- many uses for skilled workers.
This factory ---- many machines.
I ---- no time.
Mr. X ---- more time than I ----.
We ---- to learn how to run this machine.

Put my or mine where it belongs. (Review)
This machine is ----.
I can operate it by --self.
I use it in ---- factory.
Your machine is easier to run than ----.
I have no time for ----self.

Text

The world needs skilled workers today. This means job training or retraining for many people. Skilled workers are important in our changing world. Skilled workers know how to operate the new machines. They know how to do things that machines do not know how to do.

Skilled workers have good job opportunities. The world cannot get along without skilled workers. The world has many uses for skilled workers.

Comprehension Testing

Questions for discussion

What kind of workers does the world need today?
Why are these workers important in our changing world?
Why do these workers have good job opportunities?

Writing

Finish the sentences below by putting these words and phrases where they belong:
new job opportunities
away from people
new
these
training or retraining

In a changing world, machines are taking ---- ---- ---- ----. Machines are also creating ---- ---- ----. Most people need ---- ---- ---- to work on ---- ---- jobs.

Arithmetic

Review of fundamental processes.
Related problems

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides.

Related Social Studies and/or Science

See Guides.

For other additional exercises and drills see Guide to Suggested Drill Activities.

Suggested Individual Reading Selection

Do you like the changes in living in America today? Would you like to return to the days of your great-grandfather? In those days life was simple. Men used horses and mules for country travel. Street cars were used in cities. A few automobiles were in use. Slow and fast trains with coal-burning engines took people from city to city.

Many people lived year after year in the same community. Many of them did the same kind of work all their lives. Machines have taken the place of men for a long time. Sewing machines, reaping machines, and many other types of machines were put into use. But most of the workers had jobs that did not change. If the jobs changed, the process of change was slow and the worker had time to learn about the new things needed to be good on his job.

Now many inventions are in use. Rockets send men into space. Jet airplanes go around the world more quickly than a train can go from the Atlantic to the Pacific. Inventions make work easier in the home and in the community. Machines do the work more rapidly than workers can.

Machines will be used more and more in the world of work. Sometimes a machine takes away a man's job. Then he must learn to do other kinds of work. All workers must learn to do what is needed. They must keep up with the changes in needed jobs. They must be able to do the kind of work that is necessary.

Unit Summary and Evaluation

Debate: For or against the Machine Age (guided by the teacher to cover some or all of the following content):

New inventions - television, jet planes, household appliances; their convenience
Change from home industry to factory system
Mass production
The assembly line
Growth of cities
Number and complexity of jobs
Continuing changes in methods of production
Automation
The shorter work week
More time away from the job

COURSE UNIT III

LEARNING TO READ A HELP-WANTED COLUMN

Suggested Teaching Time 6 days

Topics

Job Advertisements (Ads) (Their Arrangement; Ads Requiring a Letter, Telephone Contact, Application in Person)
Agency Advertisements (Their Arrangement; Their Specialized Services; Their Reliability)
Letter and Note Writing

Objectives

To acquaint students with resources for finding jobs in their community; to familiarize students with help-wanted columns in the daily newspaper - agencies as well as job openings

Preparing to Teach the Unit

- Guiding questions to elicit response and discussion
- Practice and testing materials
  - Additional drills
  - Flashcards, job ad columns, charts, stationery, etc.
  - List of occupations grouped according to skills needed as listed in job ads (for example: maintenance man, building maintenance man, custodian, superintendent, janitor, driver, trucker, moving man, etc.)

- Previewing film(s)
- Inviting and briefing speaker

Motivating Activities

- Reading and talking about help-wanted ads in newspapers
- Listening to a representative from a government or private employment agency tell about the ways his office helps people to get jobs, and asking him questions
- Viewing the film and talking about it
- Discussing the chart of occupations as it relates to potential job openings

Other Suggestions to the Teacher

A number of activities are suggested for the development of topics in this unit. The instructor should choose from activities best suited to his community and daily teaching activities.

Teaching Aids

Films: Finding the Right Job (16 mm., sound, 10 min.)
Coronet Films, 448 Madison Ave., New York, N.Y.

Copies of help-wanted columns

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of suggested motivating activities, focusing on use of help-wanted columns as a resource for finding a job, either directly or through an agency; importance of using a reliable agency; desirability of specialized agencies

Vocabulary Orientation

1. Introduction of reading vocabulary in phrases on chalkboard, as the words arise in discussion (during the several days devoted to the unit):

    help-wanted column
    newspaper advertisement (ad)
    employment agency
    public agency
    private agency
    pay a fee
    office hours
    age and address
    apply in person
    telephone a.m.
    telephone p.m.
    job openings
    job opportunities
    help wanted, female
    help wanted, male
    answer an ad
    experience wanted
    references wanted
    starting salary
    good wages
    call for an appointment
    call or write
    capable
    able to learn
    skilled workers needed
    men, boys, girls, women needed
    reliable
    fringe benefits

contact manager
willing to learn
opportunity for advancement
dependable

2. Preparatory Recognition Drills

Notice that these words rhyme - sound alike:
skilled - filled
would - could

Underline the rhyming words.
This ad is for a skilled worker. I would like that job. I hope it is not filled. I could do well on that kind of job. I want very much to find such a job.
(skilled, filled; would, could; kind, find; much, such)

Find the small word in the big one:
willing
starting
opening
employment
appointment
dependable

Write each of these words the short way--as an abbreviation.
hour
week
month
advertisement
appointment

What is the word for these abbreviations?
fem.
exper.
opport.

Learn these abbreviations:
Ave.
ap't.
b'lvd.
M.D.
lb.
oz.
qt.
yd.
St.
no.
c/o
C.O.D.
p.o.
U.S.A.
gal.
ft.
(specific city and state)

Match words on flashcards with words on the board.
(Use occupations of class members for this vocabulary.)

Match words on flashcards with words in ads.
(Use selected ads containing occupations of class members.)

Use these words to fill in the blanks: free, reference, starting salary, fee, appointment.
In a private agency, we pay a ---.
Public agencies are ----.
I would like an ---- for one o'clock.
May I give your name as ---?
What is the ---- --- on this job?

3. Vocabulary Building Drills

See how we make new words by adding able.
dependable
readable
workable
employable
answerable

Look at the difference here:
employ employable
rely reliable
Can you figure out the rule?
(Y following another consonant changes to i.)

Look at the difference here:

like	likable
love	lovable
desire	desirable
advise	advisable

Can you figure out the rule?
(We usually drop a final e before adding able)

Can you make some more words ending in able?

Make new words by putting un in front of the word (review).

unskilled
--filled
--wanted
--reliable
--dependable

Draw a line between the syllables:

capable
reliable
answer
reference
experience

Draw a line between the words that mean the same:

female	ad
man	begin
answer	woman
start	reply
advertisement	male

Draw a line between the words that mean the opposite:

public	beginner
fee	in writing
experienced	private
in person	skilled
unskilled	free

Choose a word from the board that means the same as the underlined words. (beginning, call, able, advancement, agency)

The starting salary here is $65 per week.
I am a very capable worker.
This job has opportunities for getting ahead.
I want to telephone the employer.
Where is the employment office?

Alphabetize the following list of words.

experience
fee
answer
help
need
skilled
call
write
appointment
telephone

4. Language Skills

Make more than one (review).

agency	----
opportunity	----
baby	----
lady	----
army	----
navy	----

We make most verbs past by adding ed.

work	worked
answer	answered
employ	employed
need	needed
want	wanted

We add only d when the e is already there:

telephone	telephoned
like	liked
love	loved
manage	managed
change	changed

Can you think of some more?

Look at the past time of these verbs:

reply	replied
apply	applied

supply	supplied
rely	relied
deny	denied
try	tried
fry	fried

Do you know why?

Text

Column of Agency Ads
Column of Job Ads

Comprehension Testing (as applicable)

Which of these agencies would you go to? Why?
Tell the kind of workers each agency helps.
Tell what the agency says about fees.
Tell what the abbreviations in each agency ad stand for.
Tell what the abbreviations in each job ad stand for.
Which of the job ads are for experienced workers?
Which are for office workers?
Which are for skilled workers?
Which ask you to call in person?
Which ask you to write?
Which ask you to telephone?
Which offer the best working hours?
Which talk about fringe benefits?
Which do you think would be a good opportunity for you? Why?

Writing

Spelling

We have a silent w in answer.
We have a silent w in write.
Look at the wh words: what, where, when, why, which, who, whom, whole.

Contractions:

We combine two words into one here.

is not	isn't
are not	aren't
will not	won't
cannot	can't
do not	don't
does not	doesn't
would not	wouldn't
could not	couldn't
should not	shouldn't
must not	mustn't

Dictation

What did you say?
Where is the employment agency?
Why don't you answer me?
When will you write?
Won't you tell me the whole story?

Letter-Writing

Format for addressing an envelope
Format of a business letter
Models of business letters answering ads (copying)
Dictation of model letters
Writing of brief original letters

Class correction of common errors

Instruction to teacher: Make up a composite letter with the common errors. Flash on screen or ceiling with opaque projector. Have class correct errors.

Format of messages, notes, friendly letters
Copying, dictation, original writing, and correction of standard-situation notes and letters, such as a telephone message; a note to the postman, milkman, or man expected to come and repair the telephone; holiday (birthday, anniversary, etc.) greetings;

letter of invitation to a friend or relative in another city; letter about a visit to a vacation place or a new community, or about a new job or hopes for one, etc.

Arithmetic

Review of multiplication
Introduction of fractions
Related problems; for example:

The job ad says the weekly pay is $75. How much would I earn in a month? (multiply by 4 and 1/3)

See *Guide to Sequential Arithmetic*.

Speech and Handwriting

See *Guides* for suggested group and individual activities.

Unit Summary and Evaluation

Locating (with time limits) selected words in the dictionary:

operator
counterman
baker
bricklayer
trucker

Finding advertisements for these jobs in the help-wanted columns

Making up a composite answer to an advertisement from the day's paper chosen by the class

Writing individual answers, with addressed envelopes

COURSE UNIT IV

ANSWERING AN ADVERTISEMENT BY TELEPHONE

Suggested Teaching Time 5 days

Topics

Telephoning in Reference to a Newspaper Advertisement
Following Up Other Job Leads over the Telephone
On-the-job Telephone Calls

Objectives

To help students make a favorable impression on potential employers during a telephone interview; to provide practice in using the telephone to answer a help-wanted ad or to follow up other job leads; to provide practice in using the telephone in on-the-job situations

Preparing to Teach the Unit

Guiding questions to elicit discussion and development of telephone dialog
Practice and testing materials
  Additional practice exercises
  Theme (dialog) for chalkboard
  Arithmetic problems and content for related subject area teaching
Getting telephone training instruments

Motivating Activities

Examining the help-wanted ads and noting the number of requests for application by telephone

Other Suggestions to the Teacher

The teacher's guiding questions should bring out the necessity for advance preparation for a telephone interview so that needed facts can be assempled and organized.

The applicant should begin by identifying himself, the job for which he is applying, and the newspaper or other source which gave him the job lead. He should be prepared to provide, clearly and concisely, the information that the potential employer will probably ask for: Age, employment experience, references, schooling, special skills, acceptable hours and salary. Respect and formal courtesy during the telephone conversation help to create a favorable impression.

For both reinforcement and specific functional purpose, it is suggested that one or more lessons be devoted to developing at least one on-the-job kind of telephone conversation. Examples: Taking a message while the employer is out; delivering a message for an employer; ordering business suplies (or household groceries) for an employer; checking on an order for an employer.

Teaching Aids

Teletrainer (available on loan from local business offices of the Bell Telephone Company)
Toy or dummy telephones if teletrainer cannot be secured
Copies of help-wanted columns

Related Activities

Reading

Preparation

Content Orientation - Discussion leading to the development of what might be a typical employment telephone interview. Questions planned to develop such a sample dialog could proceed along the following lines:

How would you begin the conversation?
What would you say to explain why you are calling?
What questions do you think you would be asked?

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as the words arise in the discussion--by teacher and/or by students. The words included here are largely those used in a telephone employment interview. A few others used in the sample dialog are included. Dialogs will vary, of course, from class to class.

How do you do?
good morning
good afternoon
in reference to
newspaper
thank you
thanks very much

whenever it's convenient
take a message
read and write
a lot of
filling station
check an order
calling about
credit card account
for an interview
today's newspaper
yesterday's newspaper
this morning's paper
Sunday's paper
years old
at your convenience
dial
busy signal
leave a note
might be right
out of business
gas station attendant
order the groceries
order the supplies

2. Preparatory Recognition Drills

Find the short word or words in the long one.

attendant
whenever
never
clever
account
about
filling
reference
message
yesterday

Match words on board with words on flashcards (in columns, in texts, etc.).

experience
busy
business
interview
order

Act out these words on the flashcards:

dial UL 8-1001
dial 279-3241
call the operator
answer the telephone
order the groceries
take a message

Fill in the right word:

I'm ---- in reference to your ad. (calling, working, talking)
I'll come whenever it's ---- for you. (nice, convenient, good)
I have a good ---- from my employer. (job, letter, reference)

Learn to recognize these gh words:

right
might
night
fight
flight

Can you think of some more?

3. Vocabulary Building Drills

Draw a line between the syllables.

morning
Sunday
paper
newspaper
yesterday
afternoon

Draw a line between the words that mean the same.

about	many
gas station	interview
a lot of	in reference to
talk with	filling station

Draw a line between the words that mean the opposite.

out of business	be wrong
convenient	in business
be right	inconvenient

What word can you put in front of ever to make a new word?

forever
whatever
whenever
whoever
whichever
wherever

What happened to the final e in where? Why?

What letter or word can you put after ever to make a new word?

- every
- everybody
- everything
- everywhere
- everyone

Put inter in front of these words to make new words:

- view
- lock
- lace
- twine
- change
- state

You have learned about credit card accounts. Name three other kinds of accounts.

- bank
- checking
- special checking
- savings
- charge

You have learned about gas stations. Name three other kinds of stations.

- bus
- subway
- railroad
- post office
- army

These words all tell about one thing or place:

gas station

- gas
- water
- tank
- oil
- pump

Look at these words:

- stamps
- bus
- ticket
- airmail
- address
- tokens
- post cards
- envelope
- driver
- transfer

Which words belong with post office?

Which words belong with bus station?

Use these words in sentences of your own (oral).

- message
- convenient
- reference
- business
- interview

4. Language Skills

Make possessive by adding the apostrophe and s.

today-- paper
yesterday-- paper
Sunday-- paper
tomorrow-- paper
my wife-- paper
my husband-- paper
my son-- paper
John-- paper
Julia-- paper

Change these sentences, following the model in the first sentence.

This paper belongs to John.
This is John's paper.
This book belongs to Maria.
This tool belongs to my husband.
That machine belongs to Mr. Brown.
That other machine belongs to my son.

Learn some more about contracting words.

I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
that is	that's
we are	we're
they are	they're

See how we use these words:
I have two newspapers.
Mr. A has two newspapers, too.
I'm going to leave a note.

Put two, too, or to in the space where it belongs.
Do you have ---- sons?
I have ---- sons, ----.
I would like ---- meet your ---- sons.
My ---- sons would like ---- meet you, ----.
We must try ---- meet soon.

Text (dialog between an employer and a job applicant to be read silently, tested for comprehension, and then practiced with the teletrainer or substitute). For example:

Empl: Brown and Company, Mr. Brown, speaking.
Appl: How do you do, Mr. Brown. This is Mr.----. I'm calling in reference to the ad in yesterday's paper about a job for a gas station attendant.
Empl: Oh, yes. Have you had any experience?
Appl: Yes, Mr. Brown. I worked for the Newtown filling station on East Main Street. Mr. Newtown went out of business. That's how I lost my job.
Empl: How long did you work there?
Appl: Six months.
Empl: That's not very long, is it?
Appl: I was a good worker, Mr. Brown. I have a very good reference from Mr. Newtown.
Empl: How old are you?
Appl: I'm 22 years old, Mr. Brown.
Empl: Can you read and write? A lot of our business is with credit card accounts.
Appl: Yes, Mr. Brown. We did a lot of that in the Newtown filling station, too.
Empl: Well, you might be right for the job. I'd like to interview you. When can you come in to see me?
Appl: Whenever it's convenient for you, Mr. Brown.
Empl: Can you make it this afternoon? At 4?
Appl: I'll be there at 4 o'clock, Mr. Brown. Thank you.

Other dialogs should be developed for following up other job leads, and for various kinds of on-the-job telephone conversations.

Comprehension Testing

Read aloud the sentence where Mr. Brown asks about experience.
Read the sentence where Mr. ---- gives his age.
Read the sentence where Mr. ---- explains why he lost his job.
Read the sentence where Mr. Brown talks about credit accounts.
Etc.

Writing

Spelling:
Watch out for the u in these words:

buy	business
busy	

Here are more gh words:

daughter	neighbor

Underline the words with spelling similarities:

My boss has a busy business.
Would you work for him if you could?
I might if I didn't have to work at night.
How much does such a job pay?

Dictation

Mr. ---- wants to be a gas station attendant. Do you want to be a gas station attendant, too? Two people in this class think that would be the right job for them. They're trying to find such jobs. Should we write down the names and addresses of some gas stations for them? (On board from job ad columns)

Arithmetic

Related problems; for example, practice in noting and adding sums likely to be included in credit card accounts

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides on speech and handwriting for suggested group or individual activities.
Good speech patterns are particularly important for favorable impressions over the telephone. In this lesson, the teacher might stress the values of voice modulation and clarity of articulation.
For correction of individual or unacceptable regional pronunciations, see page 146.

Unit Summary and Evaluation

Discussion of what one should be prepared to tell a possible employer over the telephone

Making a list of these items (name, address, telephone number, age, names and addresses of previous employers, names and addresses of references, names and addresses of schools, dates of previous employment, dates of schooling, special skills, acceptable hours and salary)

Using the teletrainer (or substitute) to practice the dialogs that have been developed

Using the dialogs that have been developed as a basis for variations and expansion. For example:

Model: How long did you work there?
Variations: How much experience have you had?
Have you had any experience?
Model: Six months.
Variations: Two years in one place and 1 year in another.
I'm just beginning but I'm a hard worker and I'm willing to learn.

Practicing spontaneous dialogs (role playing) in which relevant information is clearly and concisely supplied

Practicing various kinds of on-the-job telephone conversations--taking request for service or other messages over the telephone; ordering groceries; taking messages for employer (to return call, etc.)

COURSE UNIT V

USING THE CLASSIFIED TELEPHONE DIRECTORY FOR JOB LEADS

Suggested Teaching Time 5 days

Topics

Finding the Employment Agency Listings; Criteria for Selection
Using the Trade Advertisements for Job Exploration

Objectives

To acquaint students with the classified directory as an employment resource; to familiarize students with techniques of using the classified directory

Preparing to Teach the Unit

Guiding questions to elicit discussion about the use of the classified directory as an employment resource
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Securing teaching aids from the local telephone company
Previewing film
Inviting and briefing speaker

Motivating Activities

Listening to a representative from the local telephone company explain the uses of the classified directory
Watching a film of above
Examining the Yellow Pages in general for organization and job possibilities

Other Suggestions to the Teacher

Guiding questions should stimulate interest in the classified directory as an easily accessible source of information about occupations and possible job opportunities. For example, as transition from the previous unit, the teacher might begin by asking where in the Yellow Pages students would expect to find listings of employment agencies. This could be followed by having students turn to those pages to observe the alphabetical listing of the agencies and also the detailed descriptions in the larger advertisements in boxes.

Another exercise might be noting firms which may offer job opportunities and discussing them together. Each restaurant listed, for example, employs cashiers, waiters, waitresses, busboys, cooks, kitchen help, etc. The advertisements in boxes on these pages are particularly useful also. A page listing building maintenance firms, for example, may contain an advertisement like the following: "Smithers and Co., Painting, Papering, Building, Remodeling, Complete Property Maintenance." Students can go on to discuss how some of their skills and interests fit into the needs of such a company.

Teaching Aids

Copies of the local classified directory
Get in touch with the local telephone company for other teaching aids.

Related Activities

Reading

Preparation

Content Orientation - Discussion leading to an identification of the classified directory as a job resource, and of the skills involved in using it as such

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as the words arise in discussion. Emphasis should be on words in general use.

employment service
employment placement
personnel service
jobs
licensed agency
registration fee
temporary help
permanent help
efficient help
industrial jobs
jobs in the trades
employer and employee
domestic work

Vocabulary of the specific trades should be chosen on the basis of class interest. Some in most general use are:

cashier
hotel
restaurant
household
housekeeper
warehouse
shampoo
laundry
counter
cleaner
ironer
messenger
waiter
mechanic
porter
beauty parlor
barber shop
auto

2. Preparatory Recognition Drills

Find the short word or words in the long one.

classified
placement
personnel
household
warehouse
index
employee
cashier
center

Answer these questions:

When you get a job, will you be an employer or an employee?
Do you pay a registration fee in a public or a private agency?
Who is the head of your household?

How would you finish these sentences?

To drive a car, I need a ----.
To press a dress, I need an ----.
To pay a fee, I need some ----.

The soft versus the hard sound of c.

cent
cell
cellar
city
cite
civil

can
cap
cab
cup
cute
cod
code
counter
cut

What is the rule? (C followed by e or i is soft, sounds like an s.)
Can you think of some more examples to prove this rule?

3. Vocabulary Building Drills

What's another word for each of these?

employee	(worker)
efficient	(able, capable)
cash	(money)
part-time	(temporary)
ironer	(presser)

Take the er off each of these words. Use the word that is left in a sentence.
Example: waiter - wait
Please wait for me.

counter
ironer
employer
helper
presser

Alphabetize these words:

restaurants
printers
automobile
beauty
employment

Alphabetize these words:

employment
employer
employing

What can you add to auto to make a new word?

automat
automation
automatic
automobile

What do you think auto used this way means?

4. Language Skills

Learn some abbreviations found in the Yellow Pages.

agency	agcy.
director	dir.
Incorporated	Inc.
Company	Co.
Saturday	Sat.
Sunday	Sun.
manager	mgr.
services	servs.

Learn how to abbreviate the days of the week:

Sunday	Sun.
Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.

Abbreviate the months of the year.

Write these in abbreviations:
Saturday
month
yard
quart
December

We use a capital letter for names of people, days, months, companies.

Dictation:
Mary works part time for Brown, Inc.
She works on Mondays and Fridays.
She got the job last January.
Brown, Inc. is a big store.
Mary never sees Mr. Brown.

Text

Selected listings in the classified directory with emphasis on employment agencies

A relevantly detailed employment agency advertisement (composed by the teacher, if necessary) should be used. For example:

A B C Employment Services
Est. 1925
Open Sat. & Sun.
Male & Female
Full or Part Time
waiters
drivers
porters
laundry workers
shampoo girls
messengers
kitchen helpers
auto mechanics
1212 East 10th Street
MA 2 - 3000

Comprehension Testing

What is the name of this agency?
When is it open?
Is it for full or part-time workers?
Name three jobs people can get at this agency.
Why do you think this may be a reliable agency?

Writing

Make a list of the five employment agencies (names and addresses) that interest you on pages _____ in the classified directory.

Find the page in the classified directory that tells about these trades (restaurants, laundries, etc.) and list five places you might go to ask about a job.

Spelling

Writing from dication:
I live in the country with my cousin. My cousin works as a counterman. He works in a city which is not too far away from his home. He works as a cab driver, too. He drives the cab in his free time. I think he works much too hard.

Write this dictation in the form of a friendly letter:

February 2, 19--

Dear (first name),

Looking in the classified directory is one way of finding a job. Employment agencies have ads in the classified directory. Shops and stores have ads in the Yellow Pages, too. I may find the kind of job I want by looking in the Yellow Pages. I hope so.

Yours,
(first name)

Arithmetic

Review of fractions
Introduction of percentage in terms of fractions (1/10 equals 10%)
Review of multiplication and division involved
Related problems, for example:

The A B C Agency fee is 20% of the weekly salary for the first 5 weeks. If I earn $80 per week, how much will I have to give the agency each week? How many weeks will I have to pay? What will the total be?

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guide to Speech Work with Native Undereducated Adults and Guide to Handwriting.

Unit Summary and Evaluation

Visits by individual class members (volunteers or elected representatives) to a number of agencies chosen from those listed in the class directory

Oral reports by these students

Questions and guided discussion about agency hours, attitudes, specializations, fees, forms to be filled out, other procedures

COURSE UNIT VI

EMPLOYMENT SERVICES

Suggested Teaching Time 4 days

Topics

Use of Public Agencies
Varied Services of Private Agencies

Objectives

To familiarize students with differing services and practices of public and private employment agencies; to review criteria for evaluating reliability of an agency (years of service, general reputation, personal recommendations); to help students relate their occupational skills and interests to specialized placement agencies in both public and private fields (as they are available in the community)

Preparing to Teach the Unit

Leading questions to elicit response and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Gathering brochures from public and private employment agencies; if necessary, editing or rewriting to suit class reading level
Preparing lists of community public and private agencies, of specialized agencies, and of specialized branches within agencies

Motivating Activities

Reports by students of their experiences with various types of employment services
Discussion together of the categorized lists of public and private agencies, beginning with the ones students already know about

Other Suggestions to the Teacher

Discussions growing out of the motivating activities should lead students to a reevaluation of what may have been unhappy experiences with employment agencies, to a realistic acceptance of their differences, and to an understanding of the importance of carefully selecting the appropriate agency for individual skills and goals.

Teaching Aids

Agency brochures, booklets, etc.

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of the motivating activities and focusing on the discriminating use of the public and private agencies

Vocabulary Orientation

1. Introduction of reading vocabulary on the chalkboard, as words arise in discussion:
   Review Words (Students may be asked to write these on board.)
   - public
   - hotel
   - laundry
   - restaurant
   - officeworker
   - household worker
   - private
   - employment agency
   - placement agency
   - agency fee
   - industrial jobs

   New Words
   - specialized
   - general
   - branch, branches
   - professional
   - commercial
   - service occupations
   - needle trades
   - dress industry
   - dressmaker
   - quick service
   - presser
   - drycleaning
   - dyeing
   - shipbuilding
   - transportation
   - construction
   - nurse
   - hospital
   - large
   - salesworker

   Plus occupations of class members (new and review)

2. Preparatory Recognition Drills

   We read qu like kw:
   - quick
   - quart
   - quiet

   Can you think of some more? (quite, queen, quilt, question, require, inquire, etc.)

   How many words you know can you find in each of these?
   - industry (dust, in, try)
   - transportation (port, sport, transport)
   - placement (place, lace, ace)
   - household (house, hold, old)

   Finish these sentences with words you choose from the board:
   - Dressmakers work in the ---- ----. (needle trades)
   - Commercial agencies are for ---------. (officeworkers)
   - Public agencies may have many ----. (branches)

Look at the list of agencies on the board (household, hotel placement, needle trades, etc.). To which would you go if you were looking for a job as:

a waiter?
a dressmaker?
a routeman?
a domestic worker?
a boilermaker?
a cement mixer?
a welder?
a gardener?

and so on, using occupations of interest to the class members. Go to the board and underline the name of that agency or branch.

3. Vocabulary Building Drills

Here are some words for people and what they do:

presser	pressing
painter	painting
plumber	plumbing
dressmaker	dressmaking
shoemaker	shoemaking
cement mixer	cement mixing
bricklayer	bricklaying
repairman	repairing
carpenter	carpentry
window installer	window installing
machine operator	machine operating

Use these words in sentences of your own (oral).

Here are tools some of these people use:

needle
hammer
lathe
nails
saw
tape measure
ruler
steam iron

Choose a tool for each of these:

carpenter --------
presser --------
shoemaker --------

Look how these words are made:

industry	industrial
commerce	commercial
face	facial
race	racial
finance	financial

What happened to the final y or e?

Draw a line between the syllables

facial
racial
financial
commercial
industrial

Look at what we do with these words:

special	specialize
industrial	industrialize
modern	modernize
central	centralize

What is another way of saying each of these words?

household worker (domestic)
placement center (employment agency)
construction (building)

These words have more than one meaning:

general - not special, usual, military officer
fixed - repaired, settled, not moving

Can you think of two meanings for each of these words?

watch
trade
ship
private
needle

Make up some sentences with these words (oral).

4. Language Skills

We say:

I am	I was
You are	You were
He, she, it is	He, she, it was
We are	We were
They are	They were

Put the right word into the space:
We --- all here today.
---- you here yesterday?
I --- busy yesterday.
My boss --- always busy.
The people in his factory --- always busy.

We use an ly word to say how we do something.
How do you work? I work quickly, quietly, slowly, badly, happily, sloppily.

Answer these questions, using one of the underlined words above:
How do you walk? I walk ----.
How do you talk?
How do you work?
How do you press?

Text

Reading material from public and private employment agencies - brochures about their services, fees, branch offices, fields of specialized placement, etc. Text rewritten or edited by the teacher in cases where vocabulary and structure are too advanced for the class.

Comprehension Testing

Name a few of the differences between public and private employment agencies. Read the part in the public agency booklet that tells about branch offices (if applicable). Read the part in two private agency booklets that tell about the fees.
Are they the same or different?
Which of these two agencies do you think is more dependable?
Why?
Do you think it is better to go to a specialized agency?
Why?

Writing

What is the same in the spelling of all these words?
needle
bottle
little
middle
table
cable
grumble
cradle
Can you think of some more le words?

What do you notice about the spelling of these words?
quiet
quick
question
q is always followed by u.

Write these words from dictation:
work quickly
questions and answers
quilting factory

Write these sentences from dictation in paragraph form. (Testing new and review vocabulary. Adapt the paragraph to the class.)

> We have public and private employment agencies in our neighborhood. They are very different. The public agencies are free. You have to pay a fee in a private agency. In large cities, public agencies have many branches, too. Some private agencies are very good. They are dependable and they help you find a job quickly. They do that because they make money when you make money.

Arithmetic

Division of fractions
Related problems, for example:
The X Y Z Agency fee is one week's salary. If my salary is $35 a month, how much will I have to give the agency? (Divide by 4 and 1/3.)

See _Guide to Sequential Arithmetic_.

Speech and Handwriting

See _Guide to Speech Work_ and _Guide to Handwriting_ for suggested group or individual activities.

Unit Summary and Evaluation

Individual exercises:

Choose the agency most closely related to job interests, and list five reasons for the choice.

Write a short paragraph, four or five sentences, about the reasons for the choice.

Class exercises:

A composite paragraph composed by the class and written on the board by the teacher, giving particular attention to errors observed in individual exercises

COURSE UNIT VII

PREPARING FOR AN EMPLOYMENT INTERVIEW

Suggested Teaching Time 4 days

Topics

Why the Interview?
Interview Preparation
Interview Behavior

Objectives

To develop an understanding of the purposes of the personal interview in applying for a job; to familiarize students with the preparation necessary for the interview

Preparing to Teach the Unit

Questions to elicit response and discussion
Language practice and testing exercises, theme, arithmetic, problems, content for related subject area teaching, etc.
Inviting and briefing speaker

Motivating Activities

Listening to a personnel officer from a business firm discuss the most common errors made by applicants, and give advice on behavior in the personal interview
Observing a typical interview with a member of the class playing the role of the applicant
Reading and talking about the illustrations displayed by the teacher

Other Suggestions to the Teacher

The purpose and procedure of an interview and the importance of being prepared are the central theme of the content.

Teaching Aids

Illustrations from newspapers, magazines, government employment offices, and business firms regarding interview preparation, stressing such slogans as:
    Bring Your Social Security Card With You
    Have Your References Ready
    Look Your Best

Related Activities

Reading

Preparation

Content Orientation - Discussion should center around the development of the following concepts:

Purpose of the job interview - for the interviewer, getting a clear picture of the applicant's abilities; for the applicant, supplying this picture

Means of securing an interview - letter, telephone, visit to personnel office

Preparation - necessary documents (Social Security card, letters of reference, etc.; names and addresses, dates of previous employment and/or schools attended; as much information as possible about the specific duties of the job involved and the organization where the application is being made)

Interview behavior - punctuality, courtesy, personal appearance

Importance of being able to state qualifications - what the applicant can offer the employer (experience, special skills, willingness to learn, responsibility)

Vocabulary Orientation

1. Introduction of reading vocabulary on board as words arise in discussion. The words noted here are oriented towards the sample teacher-prepared theme. The use of other materials will call for preparation of vocabulary specifically related to that material.
   - give your qualifications
   - working conditions
   - a good impression
   - wages and hours
   - personnel office
   - on time
   - prepare for
   - be prepared for
   - information ready
   - personnel interviewer
   - clearly
   - Social Security card
   - interested in
   - be sure to
   - just when and where
   - remember
   - job responsibility, responsibilities
   - report to work
   - make a note
   - overtime

2. Preparatory Recognition Drills

   See the similarities:
   - inform, information
   - prepare, preparation
   - qualify, qualification

Look at these words with ea in the middle:
clear
near
hear

Can you think of some other words where ea has this sound?
(rear, gear, fear, dear, dreary, weary)

Find some words to rhyme with just.
(must, rust, trust, crust)

3. Vocabulary Building Drills

Draw a line between the syllables:
information
qualification
preparation
condition
impression
responsibility

Draw a line between the words that mean the same:
prepared
skills
too
abilities
also
ready

Draw a line between the words that mean the opposite:
remember
best
quickly
slowly
forget
worst

What can you put in front of these words to make them mean the opposite? (un)
clear
skilled
prepared
qualified
interested
sure

Look at the way we make words with port in the middle:
report
reporter
reporting
importer
important

Can you think of some more?
(import, importing, deport, export)

Take the ing off these words:
interviewing
reporting
exporting

Use the new words in sentences (oral).

4. Language Skills

We say:

good	better	best
bad	worse	worst

For example:
Mr. A. is a good worker.
Mr. B. is a bad worker.
Mr. A. is better than Mr. B.
Mr. B. is worse than Mr. A.
Mr. A. is the best worker in his shop.
Mr. B. is the worst worker in his shop.

Put good, better, best where they belong:
Mrs. C. is a ---- dressmaker than Mr. D.
Mrs. D. and Mrs. E are ---- dressmakers.
Mrs. C. is the ----- dressmaker of all.

Put bad, worse, worst where they belong:
Who is the ---- worker in this shop?
Mr. E. is a ----- worker.
Mr. F. is ---- than Mr. E.

2 OF 4

ED
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1.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
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1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

In past time, we say
(phonetically related pairs):

got knew wrote
forgot threw spoke

We use capitals for the names of streets, avenues, towns, cities, states, countries.

Write the name of your street, avenue, town, city, state, country. Write the name and address of an employment reference.

Change these sentences to past time:

I forget the address.
You know the address.
I tell you the name.
He writes the name down.
We speak about it.

Text:

Are you prepared for an employment interview? The employer or personnel interviewer will want to know about your qualifications for the job. Do you have all the information ready for him? Can you tell him when and where you worked or went to school? Can you tell about your special skills? Can you give him the names and addresses or references?

Answering questions quickly and clearly helps to make a good impression. Remember, too, to come on time and to look your best.

If you get the job, you will have some questions to ask, too. You will want to know about the general working conditions and about your wages, hours of work and job responsibilities. You may also be interested in asking about opportunities for overtime.

Make a note of just when and where you should report to work. Be sure you have your Social Security card ready to show your new employer.

Comprehension Testing

Find a word on the reading page that belongs in these sentences:

Do you want to ask me any ---?
Can you give me some ---- about this school?
Looking my best helps to make a good -------.
Make a ------ of my address.

Find the answer in the teacher-prepared theme:

How can you prepare yourself for a job interview?
What kind of information do you need to have ready?
Why is it important to answer questions clearly and quickly?
Why is it important to come on time?
What will you want to learn during an interview?

Writing

Spelling:
Fill in the missing letters

r--dy
ans-er
impre--ion
qui--ly
int-rest

Original Writing:

Write sentences using the following words:

- report to work
- remember
- special skills
- prepared for
- information
- and/or others

Development of paragraph sense

Dictation of brief letters containing paragraphs illustrating the organization of related ideas; for example, the following letter:

Date

Dear ----,

Thank you for your letter. I was glad to hear the good news.

Now, I will give you my news. I had a job interview yesterday. I will start working on Monday.

I'll write again soon.

Yours,
(signature)

Arithmetic

Related problems, for example: Practice in figuring out overtime pay, salary deductions, and difference between gross and net wages.

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides for suggested group or individual activities.

Unit Summary and Evaluation

Listing by individual class members of what they consider the most important requirements for an applicant in a job interview

Acting out personnel interviews; students taking the role of job applicants and teacher or students playing the part of the interviewer

Members of the class analyzing the interviews, and selecting the person for the job

COURSE UNIT VIII

MAKING OUT AN APPLICATION BLANK

Suggested Teaching Time 5 days

Topics

The Purpose of an Application Blank
General Information Requested on Most Application Blanks
Specific Information Required on the Job Application, the Employment Agency Application, the Social Security Account Number Application, and on Other Useful Forms

Objectives

To acquaint students with the kind of information generally requested in application blanks; to develop in students the skills necessary for filling out application blanks

Preparing to Teach the Unit

Questions to elicit response and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching, etc.
Gathering varied application blanks

Motivating Activities

Looking at and discussing application blanks

Other Suggestions to the Teacher

Teacher questions should guide students towards an identification of the kinds of information requested on the blanks. It may be advisable to begin with a discussion as to why application blanks are necessary. For example:

> Why do we need to fill out a blank when we apply for a job? When we apply for admission to a housing project? When we apply for a library card?
> What does the person reading the blank want to know about us?
> What impressions can he get from the way we fill out the blank?
> Why is it important to put the information down as clearly and briefly as we can?
> What kind of references are most important?

Why is it a good idea to get permission for references in advance?
Why is it a good idea to keep a copy of the information we put on an application blank?

Teaching Aids

Application blanks: for direct job employment, for registration at an employment agency, for a Social Security account number, for admission to a housing project, for a library card, etc.
Extra mimeographed copies or duplicated copies for practice (Sample copies should include both short and long forms. See examples at end of this unit.)

Related Activities

Reading

Preparation

Content Orientation - Discussion, designed to communicate the concept that an application blank gives an informational picture of the person who is applying and that it is most important to supply all the information clearly and concisely

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as the words arise in discussion during the five suggested sessions. At this point in the progress of the class, the teacher may ask for volunteers to write some of the words on the board, or he may call on the brighter, more confident students to do this. Vocabulary commonly associated with the filling out of application blanks will probably include:
    - family name
    - middle name
    - maiden name
    - print or type
    - married
    - single
    - widowed
    - divorced
    - separated
    - list employers
    - work experience
    - educational history
    - supply information
    - previous employment
    - describe briefly
    - describe fully
    - reason for leaving
    - location of company
    - out-of-town
    - night shift
    - job and duties
    - dates: from -- to --
    - mailing address
    - permanent address
    - temporary address
    - marital status
    - age
    - sex
    - occupation
    - signature
    - telephone number
    - health
    - height
    - weight
    - salary
    - special skills
    - applicant
    - application blank
    - position
    - fill out
    - names of schools
    - circle grade completed
    - elementary school
    - junior high school
    - vocational school
    - length of time
    - regular line of work
    - union member
    - employment references
    - personal references
    - character references
    - bank references

2. Preparatory Recognition Drills

See the similarities:
locate, location
complete, completion
separate, separation
describe, description
apply, applicant, application
occupy, occupant, occupation
employ, employer, employment
refer, reference
sign, signed, signature
marry, married, marriage, marital

Underline all the words on the board that end in al. (personal, marital, educational, occupational, vocational)
What do you think the al means? (about)

Underline all the words on the board about references; about schools or education; about marital status.

Choose the right word to finish the sentence.
If I have a wife (or a husband), I am ----. (single, married, widowed)
Employment references are references about my ----. (work, education, character)
Personal references are references from ----. (employers, unions, people who know me)

3. Vocabulary Building Drills

Draw a line between the words that mean the same.
work experience
salary
duties
position
previous

former
job
work history
responsibilities
wages

Draw a line between the words that means the opposite.
present
night shift
briefly
permanent
married

temporary
fully
single
previous
day shift

Can you think of two other words that mean the same as these words?
Example: occupation - job, position
salary (wages, earnings)
location (address, place)
previous (former, past)
brief (short, quick)
completed (finished, ended)

Can you think of two other words that mean the opposite of these words?
separated (together, united)
elementary (advanced, difficult)
previous (present, current)

4. Language Skills

Look at these:
employ, employed
stay, stayed
pray, prayed
play, played
apply, applied
reply, replied
supply, supplied
marry, married
Can you figure out the rule? When the y follows a vowel (a,e,i,o,u), we make the past time word by adding ed. When it follows a consonant (the other letters in the alphabet) we change the y to i.

Put these words into past time:
hurry
sway
stray

try
marry
carry

The past time here is different:

pay	paid
say	said
buy	bought

Use each of the underlined words in a sentence.

Text

Various kinds of application blanks

Comprehension Testing

Do most applications ask us to write above or below the line?
Which application asks us to print or to type?
What do we write in the little boxes like these that we find in some application blanks?

Yes ☐ No ☐

Which application does not require character references? Why not?
What do you think would be a good character reference?

Writing

Make a list of the information that is important in most application blanks (name, age, sex, address, references).
Make a list of the information that is important in an application for housing (above, plus previous addresses, salary, name and address of present employer, marital status, number of people in family, etc.).
Make a list of information that is important in an application for a job (above, plus employment experience, education, health, etc.).
Print your name.
Print your address.
Fill out these two lines in print:

____
First Name Middle Name Last Name

____
Mailing Address City State
(Number and Street)

Take turns going to the board and filling out parts of the application blank printed there.
Practice filling out the mimeographed copies of the application blanks.

Arithmetic

For related problems in arithmetic see Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides to speech and handwriting for suggested group or individual activities.

Unit Summary and Evaluation

Filling out individual applications for employment (secured from local business firms), for registration in an employment agency (secured from same), and for Social Security account numbers

Correction by class of application blanks pictured on screen with opaque projector (If students are sensitive about their errors, a composite made up by the teacher to include typical errors is preferable. If an opaque projector is not available, the composite may be printed on newsprint or cardboard with a flow pen or magic marker.)

JOB APPLICATION (short form)

Date ____________ 19____

NAME ____
(last) (first) (initial)

ADDRESS ______________________________________
(number) (street)

____
(city) (state)

AGE ____________ SOCIAL SECURITY NO. ________________

EXPERIENCE:

Dates	Employer	Type of Job

APPLICATION BLANK (long form)

Office of Personnel XY Manufacturing Company

Date________________

Name________________________________Age______Sex______

Present Address______________Permanent Address________Tel.____

MARITAL STATUS (check one)

Single____Married____Widowed____Divorced____Separated____

Wife's (or husband's) age______Occupation__________________

Education (mark highest grade completed)

1 2 3 4 5 6 7 8 9 10 11 12

Number of children______Ages______________________________

FAMILY

Father Living?______Age____Occupation___________Education____

Mother Living?______Age____Occupation___________Education____

EDUCATIONAL HISTORY:

	Name of School	Dates From--To	Last Grade Completed	Type of Course
Elementary				
Junior High:				
High or Vocational:				
College:				
Graduate Study:				

WORK EXPERIENCE:

	Job and Duties	Length of Time	Salary	Name and Location of Company	Reason for Leaving
Present			$		
Employment			Per		
Previous			$		
Employment			Per		

HEALTH:

Height_______Weight_________Eyesight (good, average, poor)_____.

Working Conditions:

1. What is your regular line of work?
2. What kind of work do you want?
3. Will you accept work out-of-town?
4. Will you work a night shift?
5. If union member, give name of union and local number.

REFERENCES

	Name	Position	Address
1.			
2.			
3.			

____

Applicant's Signature

COURSE UNIT IX

OCCUPATIONAL OPPORTUNITIES IN OUR COMMUNITY

Suggested Teaching Time 4 days

Topics

Occupational Interdependence of a Community
The Changing Occupational Picture of Today's Community
Exploring Job Opportunities (Public and Private Employment) in "Our" Community

Objectives

To develop the concept of interdependence, that all workers of a community (local, State, National) help to produce its goods; to help students find their place in today's changing economic community; to give them a knowledge of job opportunities which will help them in making realistic educational and vocational plans

Preparing to Teach the Unit

Guiding questions to elicit response and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching, etc.
Chart
Previewing film(s)

Motivating Activities

Analyzing the chart and drawing conclusions from it for direction of job efforts
Discussing the film and its implications for vocational training or retraining
Listing on board the names of community occupations which are "growth" opportunities - the kind of occupations where the need is on the rise

Other Suggestions to the Teacher

Guiding questions should lead students towards a more conscious awareness of local or nearby opportunities in growth fields. The teacher may begin by asking students to describe their local shopping or business centers, and to identify firms which provide services to the community (cleaning and dyeing stores, supermarkets, laundries, beauty parlors, etc.);

shops that need workers with mechanical skills (radio and television repair, air conditioning, etc.); and public and private agencies that need workers of various kinds (window cleaners, school lunchroom aides, middle-skill laboratory technicians, etc.).

Teaching Aids

Chart of occupational trends showing changing picture of our economy:

- Emphasis on service occupations
- Need for mechanical skills
- Openings for laboratory and other technicians
- New jobs in maintenance and servicing of machines
- Manpower needs of government and educational institutions
- Jobs resulting from new inventions, discoveries, methods (air-conditioning, refrigeration, radio and television, plastics, synthetic fibers, business machines, air travel, electronics)

Charts of occupational trends with specific percentages based on census tracts may be obtained from most State Education or Labor Departments

Film: Inventions in America's Growth (1750-1850, 1 reel; 1850-1910, 1 reel). Black-and-white or color. Coronet Films, 448 Madison Ave., New York, N.Y.

Related Activities

Reading

Preparation

Content Orientation - Discussion leading to the understandings suggested in the objectives, which should be included in the reading material of the unit. Where appropriate texts are not available, the teacher may need to adapt materials or prepare original reading pages. A sample selection has been included here to guide the teacher in such preparation.

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as the words arise in the discussion. The words noted here are intended for development over a 4-day period. They may be presented over 2 to 4 days, depending on class level and learning rate.

   save
   produce,
     production
   community
   lunchroom
   fashion
   orderly
   goods

neighborhood
delivery man
packer
checker
food grader
usher
record player
technician
bowling alley
television
stereo
hi-fi
set
laundromat
cafeteria
own
store front
window cleaner
let's
cleaning and dyeing
medical care benefits

maintenance man
air-conditioning
refrigeration
ambulance
guard, watchman
aide
install
each
laboratory
pharmacy
phonograph
idea
well-being
movie

2. Preparatory Recognition Drills

Find one or more small words in the big one.

delivery
bowling
building
repair
overtime

important
installation
neighborhood
maintenance
television

Notice the similarities.

neighborhood
brotherhood
sisterhood

laundromat
automat
vendomat

Look at these words. We read and say the ph as f in all of them.

pharmacy
phonograph
photograph

Can you think of some more? (physical, physique)

3. Vocabulary Building Drills

Put the same number in front of the word that means the same.

1 community	opportunity
2 business	style
3 aide	neighborhood
4 chance	firm
5 fashion	helper

See how many words you can make.

pack (packer, packing, package)
over (overtime, overwork, overhead)
neighbor (neighborly, neighborhood)

Use these words in sentences of your own.

What can you put in front or after each to make new words or word pairs? (teach, preach, teacher, reaching, each other, each one)

Look at the different ways we can use these words:

Give me a bowl of soup.
Do you know how to bowl?

I have two plants in my window.
We have two cleaning plants in this neighborhood.

4. Language Skills

We say:

I, you, we, they do.
He, she, it, one person, each one, everyone, anyone, no one does.

Put do or does where it belongs in these sentences:

---- you have a good job?
---- Mrs. Brown have a good job?
Yes, but I don't know what she ----.
Each person in that show ---- the same kind of work.
Everyone ---- the work at the same time.

Can you tell me what they
----?
What ---- the word plant
mean?
---- it mean factory?
---- it mean the plant we
see in the yard?
---- this factory need
workers?

We say:
I, you, we, they do not or
don't.
He, she, it, one person,
each one, everyone, anyone
does not or doesn't.

We say:
No one does.
Do you know why? (no double negative)

Make these sentences negative:
Does Mrs. Brown work?
Does she work 10 hours a day?
No one does that any more.
Do you want to work here?
Mr. and Mrs. Brown do their work very quickly.

Text (sample)

Many kinds of workers help to produce the world's goods. The work that each of us does is important to our own well-being and to the well-being of the community.

In a changing world, some occupations become less important and workers lose their jobs. Other occupations become more important. Workers are needed in these occupations.

Let's look at our community. We see many new buildings with big store fronts and many windows. It's the new fashion. How many window cleaners they must need in those buildings! And maintenance men! And they need men who know how to install and repair the air-conditioners, and the television sets, and the new stereo and hi-fi record players.

We have five new businesses in our neighborhood: a bowling alley, a laundromat, a cafeteria, a movie house, and a big cleaning and dyeing plant. This means jobs for checkers, cashiers, food graders, busboys, countermen, ushers, packers, delivery men, drivers, cleaners, dyers, pressers, and people who know how to service the machines in the cleaning and dyeing plant.

We also have a new bank, a new school, and a new hospital. These places need workers, too: maintenance men, window cleaners, messengers, watchmen, schoolyard and lunchroom aides, nurses' aides, orderlies (male nurses), laundry workers, ambulance drivers, laboratory technicians, helpers in the hospital pharmacy, and others.

Some of these jobs pay very well and have opportunities for overtime. Many of them give medical care benefits to the worker and a good chance to learn and to advance on the job.

It may be a good idea to find out about the employment opportunities in our own communities. We save time and money when we work near our homes.

Comprehension Testing

Why is it sometimes a good idea to look for a job in our own communities?

What kind of job openings can there be in a supermarket? In a bank? In a hospital? In a big apartment building?

What do we mean by medical care benefits?

Why is the work of every person important?

What happens to jobs in a changing work world?

Writing

Dictation - a model letter, using the vocabulary of the lesson and telling about occupational opportunities in the community

Composition - an original letter on the same subject

Arithmetic

Related problems; for example, figuring out the difference between amounts earned (by the hour, day, week, month, year) by skilled and unskilled workers in today's job market

See Guide to Sequential Arithmetic for additional suggestions.

Speech and Handwriting

See Guides.

Related Social Studies and/or Science

See Guides.

Unit Summary and Evaluation

List five service and five trade jobs in your own community. Say why they are important to the community. Say why they might be good jobs for you.

Choose an industry. Discuss the ways in which many kinds of workers are employed in the production. For example, in the newspaper industry, tree planters, tree cutters, tree haulers, truckdrivers, machine operators for cutting the paper, etc., contribute to the industry.

Choose a service agency (school, hospital, community center, day care center, etc.). Discuss the ways in which many kinds of workers are used here.

COURSE UNIT X

GOVERNMENT JOBS

Suggested Teaching Time 4 days

Topics

Kinds of Civil Service Employment - Local, State, Federal, General Service, Clerical, Professional
Civil Service Newspapers, Periodicals, and Columns
Filing for Examinations; Types of Tests - Written and Performance
Advantages of Government Employment

Objectives

To help make students aware of opportunities in government employment; to acquaint them with Civil Service newspapers and periodicals and other channels for learning about government job openings; to familiarize them with ways of meeting government requirements for qualification

Preparing to Teach the Unit

Guiding questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Resource Materials
    City and State regulations regarding government employment; general requirements for Federal Civil Service; educational requirements for various government jobs; job announcements (available from city, State, and Federal Civil Service offices)

Motivating Activities

Examining the posters and Civil Service news information
Observing the number and kinds of government job opportunities
Discussing the benefits of government employment: job status, increment, promotions, pensions, vacations, sick leave, etc.

Teaching Aids

Copies of Civil Service newspapers and periodicals
Copies of Civil Service columns in other newspapers
Copies of government service application forms and blank checks
Government job announcements and posters about available jobs (Example: Subway Guards Needed; Apply for a Job as a Motorman)
Blank envelopes and writing paper

Related Activities

Reading

Preparation

Content Orientation - Discussion should be guided by the teacher to cover these concepts:

Civil Service jobs are available on Federal, State, and local levels.
Opportunities exist for workers in professional, clerical, skilled, and semiskilled fields.
Educational requirements for these jobs vary.
Government jobs usually offer job status, regular pay increases, opportunities for promotion, pension plans, sick leave, vacations.
Civil Service newspapers and Civil Service columns in other periodicals carry information about specific job openings, salary and benefits involved, dates to file for examinations, dates and place of examinations.
Examinations may be written or may be performance tests.

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. These should be words students are likely to meet in Civil Service newspapers or columns, government application forms, and government notices about employment.

   Civil Service
   Federal, State, city, local
   take a test
   examination
   meet requirements
   government service
   maximum, minimum salary
   job promotion
   file an application
   deadline for filing
   sanitation worker
   meter maid
   school crossing guard
   postman
   pension plan
   city, State, Federal department
   job tenure
   annual increments
   regular increases
   vacation with pay
   sick leave
   retirement pensions

subway guard
motorman
clerical
skilled and semiskilled
mailman

Plus the vocabulary of other government occupations suitable to level and interest of class members

2. Preparatory Recognition Drills

Look at the ending in these words:

employment retirement
government requirement
increment

Can you think of some more words with the ment ending? (apartment, appointment, compliment, enrollment, judgment)

The ea sound is the same in all these words:

steady
ready
read (past time)
instead
sweat
sweater

Look at the words on the board. Which one belongs where?

I would like to work for the ----.
You don't have to take a written ---- for all government jobs.
An increase in pay every year is called an annual ----.
Many government workers get pensions after they ----.

3. Vocabulary Building Drills

Draw a line between the syllables.

increase vacation
increment examination
promotion sanitation

Put the same number in front of the word that means the opposite.

1 maximum irregular
2 increase minimum
3 regular decrease

What do you think ir means?

What's another way to say these words?

annual (every year)
steady (regular)
maximum (the most)
examination (test)
promotion (advancement)
sick leave (sick pay)
increment (increase)

Take ment off these words:

government retirement
employment requirement

Make a sentence with the word that is left.

4. Language Skills

Look at these:

annual annually
regular regularly
steady steadily
easy easily

Can you figure out the rule for the second two words? (When the word ends in y, we take the y off and add ily)

How would you change these words?

happy ----
merry ----
heavy ----

Learn to use capitals for names of government departments. Make a list of some government departments you know.
(Welfare Department, Sanitation Department, Fire, etc.)

Look at the way we abbreviate these words. Notice the period at the end of the abbreviation. Notice the apostrophe where a letter or letters have been left out.

maximum	max.
minimum	min.
department	dep't.
apartment	ap't.
government	gov't.

(Other abbreviations may be used in newspapers in your locality.)

Text:

Civil Service newspapers and periodicals
Civil Service columns
Government posters
Government service application forms

Comprehension Testing (as applicable)

What does this paper (column, item, paragraph, poster) say about government jobs?
When will the next examination for (specific job) be given?
What is the maximum salary for this job?
How is the application blank similar to (or different from) other application blanks we have seen?
What information do we need to put on page #1 of this blank?

Writing

Spelling

Fill in the missing letters:
st--dy work   job req--rement
gove-nment job incr--se in pay
Write sentences with each of these words.

believe   receive
belief   receipt
brief   ceiling
Can you figure out the rule for the second three words? (e follows c)

Fill out sample government application blanks.

Write a letter ordering a subscription to a Civil Service newspaper or periodical and enclose a check.

Practice making out checks.

Practice writing short forms dates (7/11/63).

Arithmetic

Related problems; for example:
Figure out increment over a 10-year period.
Subtract pension deductions from salary.
Contrast employee deductions with the amount the government contributes to a retirement pension.

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides on speech and handwriting for related group or individual activities.

Unit Summary and Evaluation

Writing a paragraph describing the benefits and availability of government employment (from dictation or original, depending on class level)

Filling out government application blanks for various jobs

Filing of blanks by interested members

COURSE UNIT XI

THE LABOR UNION AND THE WORKER

Suggested Teaching Time 4 days

Topics

How Labor Unions Began
Kinds of Unions
Rights and Responsibilities of Organized Workers
Unions and Welfare Services
Steps in Joining a Union

Objectives

To help students understand the purposes of labor organizations in a democratic capitalistic society; to provide information about union organization, functioning services; to provide information about ways of joining a union, if a person wishes to do so, and the responsibilities of union membership

Preparing to Teach the Unit

Questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Previewing film
Inviting and briefing class speaker

Motivating Activities

Viewing of film or filmstrip; talking about it
Listening to a representative from a local union; asking him questions
Listening to reports by class members of their experiences with unions

Other Suggestions to the Teacher

This unit will be useful in highly industrialized population centers where workers on all levels are organized into unions in whose activities the members are closely involved. In rural communities and classes where the content of the unit does not relate closely to the lives of the class members, an expansion of other units more closely related to class needs is suggested.

The following information should be developed in the discussion and reading materials of this unit:

- **Unions as the concomitant of a democratic, capitalistic society; and management and labor relationships**
- **The history of the trade union movement; the initial struggle for union recognition**
- **The right to union membership, as recognized in Federal legislation**
- **The Fair Employment Practices law regarding union standards: no exclusion from membership on basis of race, creed, color, or national origin**
- **Union federations (the AFL-CIO); independent unions; company unions**
- **How unions function: elected national and local officials, collective bargaining, contracts, benefits, etc.**
- **Local officers: elected officials, executive board, committees; management employees such as union manager, business agent, educational director, etc.**
- **Union benefits, such as: retirement plans; sick benefits; hospitalization insurance; free medical services; free educational and recreational programs; and advice and help on personal problems.**
- **Steps in joining a union: See the union representative, if working; or inquire at the nearest U.S. Department of Labor office, if not working.**
- **Responsibilities of membership: participation in democratic union government, attendance at meetings, payment of dues, deciding on the worth of the organization.**

Teaching Aids

- **Films and filmstrips: See catalog, *Films for Teachers*, free upon request from AFL-CIO Headquarters, 815 16th Street, NW., Washington, D.C.**
- **Sample union books**
- **Sample union cards**
- **sample union application forms**

Related Activities

Reading

Preparation

Content Orientation - Discussion around one or more of the concepts presented in the Suggestions to the Teacher should provide content orientation to relevant, suitably graded reading materials.

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. The words noted below are a general "union" vocabulary. More specific vocabulary orientation will depend on the particular reading selections for which the teacher is preparing the class.
   - join a union
   - union dues
   - union benefits
   - business agent
   - delegate
   - representative
   - recreation program
   - medical service
   - sick benefits
   - labor conditions
   - strike
   - picket line
   - grievance committee
   - union contract
   - retirement plans
   - educational director
   - counseling service
   - hospitalization insurance
   - union organization
   - union recognition
   - labor and management
   - executive board
   - eligible
   - advantage
   - disadvantage
   - collective bargaining
   - union member
   - initiation fee
   - checkoff
   - complain, complaint
   - Department of Labor
   - disability payments
   - open shop
   - closed shop
   - trade, craft
   - union card
   - union book
   - elect officers
   - company union
   - independent union
   - protection
   - race, color, creed
   - security
   - union fund
   - local union
   - federation
   - pay a fine
   - rate of pay

2. Preparatory Recognition Drills

   Find words you know in these:
   collective   bargaining
   management   complaint

   See the similarities:
   education   initiation
   recreation
   Can you think of some more words ending in ation?
   (relation, invitation, graduation, preparation, legislation)

   Use words on the board to fill in these sentences:
   A shop where the employer can hire union or nonunion help is called an ---- ----.
   When you join a union, you must pay an ---- ----.
   We say "checkoff" when we talk about money taken off the salary for ---- ----.

Workers of all races, ----, ---- have the right to join a union.
Union members elect their ----.

3. Vocabulary Building Drills

Draw a line between the words that mean the same.

security	grievance
delegate	craft
trade	benefits
complaint	safety
services	representative

Draw a line between the words that mean the opposite.

open shop	disadvantage
advantage	responsibilities
labor	dangerous
rights	closed shop
safe	management

What do you think the dis means in disadvantage?
Can you make some words with dis? (disagree, disability, dislike, disconnect, dishonest)

Eash of these words has two meanings. Can you make up sentences to show how the words are used?

strike	fine
right	board
race	help

4. Language Skills

We have talked about the way workers fought for union recognition. Look at these words:

fight	fought
think	thought
buy	bought

We sound and write the past time in these words the same way.
Make up some sentences with these past time words.

Learn these abbreviations.
Write what the abbreviations stand for.

S.S. No.	(Social Security)
App. No.	(Application)
Init. Fee	----
Date of Pay't	----
AFL-CIO	----

Text

Chalkboard stories based on indicated content and vocabulary
Union application blanks
Union educational pamphlets procured from local unions or from the AFL-CIO Headquarters. These may need to be adapted to class level. Specific content and vocabulary orientation must precede reading.

Comprehension Testing

Content questions for oral answers
Content questions for written answers
See Guide to Suggested Drill Activities.

Writing

Filling out sample application blanks for membership in different unions (Identify the most common items of their content.)
Listing advantages and disadvantages of joining a union
Writing (from dictation) a summary of these advantages and disadvantages

Arithmetic

Related problems; for example:
- Figuring out the annual "checkoff"
- Contrasting the cost of initiation fee and union dues over a 2-year period with the income during this period
- Contrasting the 1936 (pre-union organization) hourly rate of 47¢ for steel workers with the current rate in terms of cost of living differences

See Guide to Sequential Arithmetic for additional problems.

Speech and Handwriting

See Guides.

Related Social Studies and/or Science

See Guides.

Independent Reading and Workbook Activity

The teacher may prefer to use the suggested text or union educational phamphlets for independent reading activities. With more advanced students, hexographed or mimeographed copies of a selection such as the following may also be appropriate. Tutorial vocabulary preparation is recommended in both cases.

> Since the days of early industrialization, workers have been employed outside the home. They have worked in factories, in mills, in mines, and in oil fields. Sometimes, many thousands of workers have been employed in a single industry.
>
> In the early days, life was hard for these workers. The pay was low and the hours were long. Sometimes the machines and other working conditions were dangerous. The people were not always protected from injury on the job.
>
> The workers were unhappy but they could do little to improve conditions. If they complained, they might lose their jobs.
>
> Year after year, the workers thought about their problems. Finally, some of their leaders decided on a plan. They decided to organize into labor unions. They believed that an organized group had a better chance to get what was needed. An organized group could complain to management about unsafe working conditions without being fired. It could demand better wages, too.
>
> At first, the owners and managers of industry fought the idea of organization of the workers. They thought the laborers had no right to tell the owners and managers what to do. They were afraid of the power of organized workers.

Despite the problems, talks and negotiations between labor leaders and owners and managers continued. Finally, union organizations were accepted.

The worker today has a right to join the union of his choice when he believes that the union will help him to get recognition and respect.

Unit Summary and Evaluation

Debate: For and against union membership

Two-minute student reports:

Rights and Benefits of Union Membership
What Union Members Should Know (about dues, meetings, complaint machinery, types of union officers, other relevant information)

COURSE UNIT XII

GOVERNMENT REGULATIONS THAT PROTECT THE WORKER

Suggested Teaching Time — 5 days

Topics

Minimum Wages and Hours
Workmen's Compensation
Fair Employment Practices

Objectives

To communicate the concept that laws exist to protect the worker; to familiarize students with the broad provisions of some of these laws

Preparing to Teach the Unit

Questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Inviting and briefing classroom speaker

Motivating Activities

Listening to a representative from the local office of the U.S. Department of Labor or a civic organization working to extend fair employment practices; asking questions
Analyzing the charts; relating them to student experience

Other Suggestions to the Teacher

The objectives of this unit can best be achieved by providing broad understandings of the assumption by both the Federal and State governments of responsibility for protective legislation, and by relating these concepts to the interests of the class. For example:

> The continuing adjustment of the Federal minimum wage laws to living costs (first Federal minimum wage 40¢ an hour, raised in 1949 to 75¢; in 1956, to $1; in 1961 to $1.15, effective 9/3/64; and $1.25, effective 9/3/65)

The growing number of States with minimum wage laws (35 States, Puerto Rico, and the District of Columbia)
The 50-State coverage for workmen's compensation
The growing number of States with fair employment practice laws
The extension of the 1954 Supreme Court decision to employment practices
Current civil rights legislation

Teaching Aids

Charts showing State variations in provision for minimum wages and hours, workmen's compensation, and fair employment practices (Information may be secured from the U.S. Department of Labor, Washington, D.C.)

Related Activities

Reading

Preparation

Content Orientation - Discussion proceeding along the lines suggested above should serve to introduce students to related reading materials.

Vocabulary Orientation

1. Introduction of reading vocabulary as words arise in discussion. Both content and vocabulary here are geared to a recommended text which is fairly typical in providing general information. The use of other materials may require a more specific vocabulary orientation.

   fair practices
   pass a law
   allowed by law
   raise the money
   time-and-a-half
   workmen's compensation
   minority
   nationality
   purpose
   promise
   college
   Constitution
   true
   treated fairly
   group
   refuse
   a certain religion
   Supreme Court
   result
   discrimination
   segregation, desegregation
   injured on the job
   Armed Forces
   elsewhere
   major
   university
   mixed
   ago
   legal minimum

2. Preparatory Recognition Drills

   How many words do you know that sound and look like fair?

(pair, hair, stair,
chair, lair)

Can you find any shorter words you know in these words?

majority minority
nationality

Can you think of some more ity words?
(responsibility, ability,
sincerity)

Find a word on the board to answer these questions:
What is the highest law of the United States?
What is the opposite of minority?
Where do people go for education after high school?
What do people get paid for overtime?
What do people get when they are injured on the job?

3. Vocabulary Building Drills

Put the same number in front of the word that means the same

1 fair	the least
2 minimum	pay
3 compensation	aim
4 purpose	just

These words sound alike but have differenct meanings (homonyms):

fair	fare
hours	ours
raise	raze

Make up sentences with each of these words.

Here are some words like raze:
daze
razor
Can you think of some more?
(hazy, lazy, crazy, gaze,
graze, maze)

What do you think anti means in the word antidiscrimination?

What do these words mean?
antifreeze antitoxin
anticlimax

4. Language Skills

We say:
There is (there's) a law about workmen's compensation.
There are laws about workmen's compensation.
Put is or are where it belongs in these sentences:
There ---- many colleges in this State.
---- there a law about fair employment?
There ---- such a law in my home State.
There ---- laws about workmen's compensation, too.
---- there any Federal laws to protect the worker?

We say:
We have some laws about this.
We do not (don't) have any laws about this.
We haven't any laws about this.
Are there any laws about this?

We use any in all negative statements and in most questions.

Put some or any where it belongs in these sentences:
I don't have ---- money.
I'll have ---- money when I get paid.
I didn't see ---- body I knew in the school.
I don't have ---- place to go tomorrow.

We use a capital letter to name a race, religion, nationality:

Catholic	Italian
American	Negro
Protestant	Jew

Write sentences using these words.

Text

Information on Federal and State laws protecting workers in adult basic education texts, libraries, high school civics texts, Department of Labor publications, etc.; edited as necessary to suit class level

Comprehension Testing

What is the Wages and Hours Act?
What is the minimum Federal wage rate today?
What laws does the Federal Government have to protect minorities?

See Guide to Suggested Drill Activities for reading comprehension tests.

Writing

We use a c in all of these

practice	police
policy	democracy

Write these sentences from dictation:
We try to practice democracy in America.
We sincerely believe in democracy.
We believe that democracy is a good policy.
Democracy sometimes needs police protection.
The Fair Employment Practices law needs police protection in some places.

Arithmetic

Related problems; for example:
- Figuring out weekly wages for a 40-hour week on the basis of $1.25 per hour
- Adding time-and-a-half for 6 hours of overtime
- Estimating the earnings of a restaurant employee whose tips are included in the weekly minimum wage
- Estimating the earnings of a hospital employee whose meals (provided by the institution) are included in the weekly minimum wage

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides for suggested group
or individual activities.

Unit Summary and Evaluation

Listing suggestions for improvement of fair employment practices

Summarizing these in a composite paragraph dictated by the teacher

Using the dictated paragraph as a guide in writing an original letter about these ideas

Writing a letter about local wages and hours and workmen's compensation benefits

COURSE UNIT XIII

OUR SOCIAL SECURITY SYSTEM

Suggested Teaching Time 4 days

Topics

Why is Social Security important?
Who is entitled to Social Security?
Getting a Social Security Card
Filing a Claim for Benefits

Objectives

To provide understanding of the development of social legislation in this country; to acquaint students with the eligibility requirements for various benefits provided by our Social Security system - old age, survivors', and disability insurance; unemployment insurance and specified public assistance programs administered by the state under Federal supervision

Preparing to Teach the Unit

Get in touch with your nearest social security office for help in presenting the story about social security and medicare. (Look in the telephone book under Social Security Administration.) It will provide you with the visual aids and printed material suggested in the unit or will tell you how to get them. A representative of the local office will usually be glad to speak to your class or arrange to show one of the films.

Prepare questions to stimulate and guide discussion, language practice and testing exercises, arithmetic problems, and content for related subject area teaching.

Motivating Activities

Listening to a speaker from the nearest social security office discuss social security and medicare; to a speaker from the local welfare department describe the state administered Federal public assistance program; to a speaker from the local office of the state unemployment insurance office tell about unemployment insurance

Viewing films; talking about them

Other Suggestions to the Teacher

Teaching should focus on clarifying eligibility requirements for varying provisions of Social Security and local sources of information. Background discussion for this unit can review the history of the social legislation which established the Social Security system.

Teaching Aids

Films: The Long Haul (7 3/4 min., color)
Sam'l and Social Security (15 min., color)

Charts: Social Security, Where the Money Comes From; Where the Money Goes
From Social Security to Social Security Benefits

Other films and charts available from your nearest social security office

Related Activities

Reading

Preparation

Content Orientation - A number of suitably related reading texts are suggested for this unit. Guided discussion covering the points made in the suggestions to the teacher should serve as adequate content preparation for these materials.

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion:

    freedom from want
    old age
    survivors' insurance
    widow, widower
    amount
    retirement age
    insurance system
    unemployment insurance
    job offer
    special tax
    crippled children
    decide
    account number
    disability payments
    finance a program
    sign the card
    once a year
    statement of wages
    social legislation
    covered by
    support a family
    lose a job
    public assistance
    blind people
    dependent
    child, children
    take care of
    guardian
    enough
    living expenses
    Social Security card
    keep a record
    quarterly income
    self-employed
    duplicate, facsimile
    death in the family
    notify immediately

2. Preparatory Recognition Drills

Underline the word you know in these words:

guardian
account
amount

Make a list of all the words on the board that make you think of money. (finance, earnings, income, wages, tax)

Find a word on the board that means the opposite of these words:

independent
widow
find
private

3. Vocabulary Building Drills

Which word means the same?

tell
immediately
annually
facsimile

duplicate
notify
right away
once a year

How many words can you build on dependent?
(independent, inter-dependent, independence)

Look how we make new words here:

assist	assistance
insure	insurance
assure	assurance

What happens to the e when we add ance?
Can you make some sentences with each of these words? (oral)

Use these words in sentences of your own:

systematic
specific
financial
decision

4. Language Skills

We say:

One	Many
woman	women
person	persons
child	children
tooth	teeth

We say:

One	Many
glass	glasses
box	boxes
watch	watches
dish	dishes

Can you think of some other words that add es to form the plural?
(kiss, loss, fox, tax, match, patch, wish, brush)

We also say:
He, she watches, boxes, kisses, wishes

Put the right word in the space:

He ---- he had a Social Security card. (wish)
The guardian ---- over the children. (watch)
I ---- my hair every morning. (brush)
Mary ---- her teeth after every meal. (brush)
She ---- off to work in the morning. (rush)

Text

Bill Davis Gets a Social Security Card
Joe Wheeler Finds a Job and Learns About Social Security
65 or Over? Medicare Health Benefits Can Help You (Social Security Leaflet)

Other selections rewritten as necessary from materials provided by your social security office.

Writing

Fill out sample application blanks for: Social Security account number, unemployment insurance, Benefit claim

Arithmetic

Related problems in figuring out Social Security benefits based on varying earnings

See Social Security Cash Benefits, How to Estimate the Amounts, (Social Security Leaflet)
See Guide to Sequential Arithmetic

Speech and Handwriting
See Guides

Related Social Studies and/or Science
See Guides

Individual Reading and Workbook Activity

Suggested selection (with tutorial vocabulary preparation):

Many years ago most of the people who lived in the United States were farmers. Often the United States Government would give a person up to 160 acres of free land. The government would give the free land to a person who wanted to be a farmer.

People who owned their farms felt independent. Even if money was scarce, the farmers felt secure. They grew most of the food they needed. They prided themselves on looking after their own people. The older people in a family felt independent, too. Unless they had a serious disability, the older people could always do some farm work. The farmers and their families hated the idea of help from others. They worked on the farms to get the things they needed.

As time pased, men began to develop machines to do the work. Machines were used in factories and on farms. They were used in homes and in places of business. People who had worked many years on farms were compelled to find other ways of making a living. Sometimes huge numbers of people would be out of work. Often a farm that had been owned by a farmer and his ancestors for years would be lost because the taxes could not be paid.

People began to move from the farms to the cities. They thought they would be able to find work. They would find work in factories and in other places. But sometimes the factories would shut down. Then the worker and his family would suffer.

After a long time, conditions became worse. More and more people were out of work. Many trained men and women could not find work. Sometimes men would try to help themselves. They would try to sell on the street corners. Many proud men had to hunt for free food. The people wanted to be independent, but many of them were starving.

The Federal Government wanted to help all the people. It wanted to protect them from severe unemployment problems. It tried to plan in such a way that each person in the country would have some security and that each person's independence would be safeguarded, too.

After a time, an insurance plan was developed. Each worker would pay a small sum of money each month to buy insurance. The employer would pay a small amount of money for each of his workers. All the years of his working life, the man on the job and his employer would pay money each month for insurance. Each would pay less than a nickel for each dollar the worker earned. It was the cheapest insurance to be had in our country. Then there would be money the worker could get to live on after retirement. There would be money to use if the worker became disabled. There would be money to pay for part of his hospital bills after he reached 65. There would be money for the family if the worker died. This insurance plan is called Social Security.

Unit Summary and Evaluation

Oral reports on the benefits or values of Social Security

Short compositions answering these questions:

What does Social Security mean to me?
Why is Social Security important to my family?
What is Medicare?

COURSE UNIT XIV

THE AGE OF AUTOMATION AND THE WORKER

Suggested Teaching Time 4 days

Topics

Automation as a Way of Life
The Changing Business and Industrial Scene
The Use of Automation for a Better World

Objectives

To help students understand automation as part of a continuing process of change; to make them aware of its implications for greater efficiency and comfort; to help them see the future as a challenge

Preparing to Teach the Unit

Guiding questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Previewing films and filmstrips

Motivating Activities

Discussing recent television shows or advertisements that stress changes in industrial methods and products

Other Suggestions to the Teacher

Discussion should be geared to developing positive attitudes toward change: a sense of belonging to an upwardly mobile society, of enjoying the conveniences of modern life, and of sustaining an interest in continuous learning in order to contribute skills and knowledge to a better way of life.

A discussion of some of the forces that have been making for change could include:

The invention of many new conveniences for the home

Exhaustion of some natural resources like the coal mines of Appalachia and the iron mines of the Mesabi Range, and the discovery of other resources, like uranium

The replacement of products by others, like synthetics for silk, wool, linen, and cotton; electric-powered and diesel engines for wood and coal burners

Replacement of workers by automatic processes: self-service elevators replacing elevator operators; vending machines replacing sales personnel; computer machines replacing clerical personnel; and automation replacing people in factories, construction, and on the farm

Creation of new jobs to service the new machinery

Migration and urbanization

Teaching Aids

Films about the applied use of scientific research in factory and office and on the farm may be secured from universities, industries, colleges, Federal Extension Services of the Department of Agriculture, Department of Labor, research foundations, public libraries, etc.

Related Activities

Reading

Preparation

Content Orientation - The "new industrial revolution" in our homes, factories, offices

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. The following are suggested:
   Related to automation in the home:
   labor-saving devices
   electricity
   leisure
   kitchen conveniences
   refrigerator
   vacuum cleaner
   icebox
   carpet sweeper
   dishwasher
   freezer
   frozen foods
   mixer
   blender
   electric stove
   washing machine
   old-fashioned
   stairs
   air-conditioning

   Related to automation in business and industry, and on the farm:
   modern equipment
   electrically controlled

electronics
computer systems
gas, oil burners
plastic, synthetic
self-service
vending machines
fuel
brick, metal, aluminum
wood and coal
cheap
self-operated
computer machine
manually operated
laundry, laundromat
time saving
dairy products
steam engine
milking machine
farm machinery
diesel engine
iron mines
automatic elevator
escalator

2. Preparatory Recognition Drills

Find words on the board that make you think of fuel (oil, coal, gas, wood, electricity)

Which words on the board mean the same as these?
icebox   self-operated
free time   moving stairs

Fill in the missing words with words from the board
Modern dairy farmers use ---- ----.
Many offices use ---- systems.
Frozen ---- make life easier for a housewife.
Kitchens in new buildings often have ---- stoves.
Does your refrigerator have a f----?

3. Vocabulary Building

Let's build some topic families.
Example:
Dairy: milk, cheese, eggs
Refrigerator: ----,-----, ----- (ice, freezer, defrost)
Kitchen conveniences: ----, -----,----- (blender, mixer, dishwasher)
Synthetic fabrics: -----, -----,----- (nylon, dacron, orlon)

What do we use these days to take the place of these?
icebox ----(refrigerator)
milkmaid ---(milking machine)
wood and coal --- (gas, oil, diesel engines)
telephone operators --- (automatic dialing)

Put the same number before the word that means the opposite
1 electrically controlled
2 time-saving
3 real
time-consuming
synthetic
manually operated

4. Language Skills

Put the right form of the word in the space. Follow the example in the first sentence (comparison review).
Computer machines are quicker than office workers. (quick)
Vacuum cleaners do a ----- job than carpet sweepers. (good)
Refrigerators are ---- ---- than iceboxes. (convenient)

Many synthetic fabrics are ----- to wash and iron than cotton or linen. (easy)
Plastic bags are ---- than leather bags. (cheap)

Make some comparisons of your own with these words:
milking machines, milkmaids, oil burners, coal burners, diesel engines, steam engines

Use am, are, or is in these sentences (a form of to be plus a verb form ending in ing):
Where ---- you going?
The world ---- moving fast.
We ---- planning to automate this factory.
I ---- learning a new trade.
People ---- going to need all kinds of new skills in our changing world.

Text

Suitable reading materials based on suggested content and related vocabulary

Comprehension Testing

See Guide to Suggested Drill Activities, for varied exercises.

Writing

Spelling:
We put a t before a ch in these words:
kitchen butcher
We write the t but we don't say it in these words:
often listen

Dictation: Five sentences with related content using the words above.

Original sentences using these words.

Arithmetic

Related problems; for example, the production time saved through automation, the reflection in prices of lower costs of production, the changing proportion (in terms of percentage of population) of occupational groups:
Laborers (except farm): 11.6 in 1920; 9.4 in 1940; 5.5 in 1960.
Semiskilled workers: 15.6 in 1920; 18.4 in 1940; 19.9 in 1960.

Speech and Handwriting

See Guides for suggested group or individual activities.

Unit Summary and Evaluation

Oral Reports:
Effects of Automation on the Lives of the People

Compositions:
What Does the Future Hold for Me?

COURSE UNIT XV

GETTING ALONG ON THE JOB

Suggested Teaching Time 4 days

Topics

Doing the Job
Developing Good Work Habits
Working with Others

Objectives

To identify the characteristics generally considered as good in a worker; to highlight the importance of good work habits; to point up the meaning of "working with others" in today's interdependent world

Preparing to Teach the Unit

Questions to stimulate interest and discussion
Choice of text and preparation of vocabulary orientation
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Previewing films and making choices
Inviting and briefing speaker

Motivating Activities

Listening to an employer talk about qualities he considers important in getting along on a job
Viewing films and discussing some of the points made

Other Suggestions to the Teacher

The teacher-prepared questions should serve to sharpen student observation of the points made by the speaker and the film, to help them identify significant ideas, and to relate them to their lives.

Teaching Aids

Films: Planning for Success; You and Your Work (10 min., 16 mm. sound films), Coronet Films, 488 Madison Ave., New York, N.Y.

Related Activities

Reading

Preparation

Content Orientation - Discussion leading to preparation for planned reading material

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as the words arise in discussion. At this stage in the learning process, students should be ready to write all of the review vocabulary on the board and to feel confident about writing some of the new words. The words suggested here are those generally associated with the concept of getting along on a job. The specific text chosen by the teacher will determine more exactly the vocabulary orientation to include in the pre-planning.
   - work habits
   - get along
   - careful job
   - appreciate suggestions
   - accept criticism
   - supervisor
   - neatness
   - punctuality
   - good manners
   - courtesy
   - personal qualities
   - alert
   - cheerful
   - good grooming
   - personal appearance
   - relationships with others
   - teamwork
   - respect for others
   - take advice
   - advise someone

2. Preparatory Recognition Drills

   Find a word you know in these words:
   - neatness
   - careful
   - habit
   - punctuality
   - appearance
   - grooming
   - teamwork
   - supervisor
   - suggestion
   - criticism
   - personal
   - relationship

   Find the words on the board that belong in these sentences:
   Respect for ---- is very important.
   If you take my ----, you'll come on time.
   Can you ---- criticism?
   Do you think a good personal ---- is important?
   I like to do a ---- job.

   The sound of s is a z sound in these words:
   advise, supervise, televise
   Can you think of some more?
   (rise, wise, revise)

   In accept, the sound of the first c is hard; the sound of the second c is soft.
   Say these words:
   accept, accepting, acceptance

   In suggest, the sound of the first g is hard; the sound of the second g is soft.
   Say these words:
   suggest, suggesting, suggestion
   Make sentences with these words (oral).

3. Vocabulary Building Drills

supervise	supervisor
advise	advisor
televise	television
revise	revision

Notice what happens to the e.

Add *ship* to each of these words:
relation hard
workman

What is the word that means the opposite of these words?
careful ---- (careless)
neat ---- (sloppy)
punctual --- (late)

4. Language Skills

Notice how we use these words:
I give (or take) advi*c*e.
The advi*c*e is good.

I advi*s*e you to study.

Put advi*c*e or advi*s*e where it belongs:
I want to give you some ----.
I ---- you to study hard.
I ---- you to listen to your supervisor.
Do you think this is good ----?

Learn to use these words in present and past time.
Today, I, you, we, they, *say* something.
Yesterday, I, you, he, she, we, they *said* something.
Today, I, you, we, they *read* something.
Yesterday, I, you, he, she, we, *read*, (pronounced *red*) something.

Read these sentences. Change them if necessary so that they tell about past time.
My supervisor *says* nice things about me.
I *say* nice things about you.
You *read* the sentences to me.

Change these sentences so that they tell about present time.
He said nice things about you.
He told the truth.
I sent money to my brother.
His wife spent it fast.
I read that in his letter.

Text

Suitable reading materials from adult basic social studies texts, books related to suggested content.
Job Guide for Young Workers, U.S. Government Printing Office, Washington, D.C., may be suitable for some classes.

Comprehension Testing

See *Guide to Suggested Drill Activities*.

Writing

List five qualities you think are important in getting along on a job.
Put these ideas into an original paragraph.

Arithmetic

Related problems; for example, computing the time saved in "teamwork" projects of various kinds
See *Guide to Sequential Arithmetic*.

Speech and Handwriting

See *Guides*.

Related Social Studies and/or Science

See *Guides*.

Unit Summary and Evaluation

Role Playing:	Students take turns acting parts of supervisor and worker to demonstrate courtesy, the ability to take advice, accept criticism, act on suggestions; etc. Class appraises the behavior.

COURSE UNIT XVI

RESPONSIBILITY ON THE JOB

Suggested Teaching Time

4 days

Topics

Qualities that Make for Success in a Mobile Society
Accepting Job Responsibilities
Moving Ahead on a Job

Objectives

To develop student appreciation of the relationship between job responsibility and advancement; to help make students aware of ways in which they can evidence their capacity for job responsibility to an employer.

Preparing to Teach the Unit

Questions to stimulate and guide discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Collection of on-the-job success stories from magazines and newspapers (edited, if necessary, to fit class level)
Previewing film or filmstrip

Motivating Activities

Talking about on-the-job success stories as read about or viewed in films or filmstrips

Other Suggestions to the Teacher

Discussion should help to establish a sense of identification with the aspirations and struggles of humble Americans who have made good. Qualities which can be emulated - ambition, persistence, resourcefulness - should be highlighted as significant aspects of job responsibility.

Teaching Aids

Films or filmstrips about great Americans who have struggled to succeed. Examples might be episodes in the lives of such figures as George Washington Carver, Frederick Douglass, Benjamin Franklin, Abraham Lincoln, and so on.

State and local libraries and school film libraries can supply biographical films and/or information about sources of such films.

Related Activities

Reading

Preparation

Content Orientation - Beginning questions might focus on the upward mobility possible in a democratic society. For example:
Name three U.S. Presidents who began life as poor boys.

Ensuing questions can help students think about the little extras that demonstrate responsibility. For example:
You are a gas station attendant. The telephone rings. Your boss is out. What do you do besides anwering the 'phone and saying that he's out? (Learn who it is, write down the caller's name and telephone number, write down a message, ask if you can be of service)

You are a delivery man in a busy retaill grocery shop. What do you do between deliveries if the store is crowded? (Take telephone orders, learn the location and prices of stock, get the manager's permission to wait on customers, organize the new outgoing deliveries)

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. Specific reading orientation will be determined by vocabulary appearing in the reading text selected. The words listed below, and those used in the development of this unit, are those of general relatedness.
   biography and autobiography
   succeed
   success story
   great American
   life, lives
   assist, assistance
   ambition, ambitious
   resource, resourceful
   persistent, persistence
   president

make good
move ahead
depend, dependable
rely, reliable
good ideas
little extras
think of ways
efficient worker
responsible person
help in an emergency

2. Preparatory Recognition Drills

Find a word on the board that means the same as:

reliable
assist
story of my life
make good
capable

Find a word on the board to fill the missing spaces:

Abraham Lincoln was a great American -----. He began ---- as a poor boy. He had to struggle to get -----. His success is one of the success ---- of American history.

Find a word on the board to answer these questions:

How would you describe a worker a boss can count on?
How would you describe a person who wants to get ahead?
How would you describe a person who always "finds a way"?

3. Vocabulary Building Drills

Look how these words are made:

success	successful
resource	resourceful
help	helpful

Can you think of some other words made by adding ful to another word?
(careful, thankful, wonderful)

Draw a line between the syllables in these words:

resourcefulness
thankfulness
watchfulness
happiness
lateness

Look at these words:

helpful	helpless
careful	careless
thankful	thankless
thoughtful	thoughtless

What do you think ful means?
What do you think less means?

Look at these word families. Underline the part you recognize in the new words:

resource, resourceful, resourcefulness, biography, autobiography, autobiographical, rely, reliable, reliability, depend, dependable, dependability, persist, persistent, persistence, assist, assistant, assistance

4. Language Skills

Here are some more exercises in answering the question how. Complete the following sentences by using the correct form of the word in parentheses:

Do I speak ----? (quick)
Do I speak ----? (well)
Do you work ----? (regular)
Does he write---? (easy)
Does she read---? (fast)
Do we work -----? (hard)

Does your boss talk ----?
(slow)
Do government workers get
paid ----? (month)
Do I try ----? (hard)
Don't you feel ----? (well)

Here are additional exercises in using _no_ and _any_. We use _any_ when there is already a _no_ or _not_ in the sentence. Use _no_ and _any_ correctly in these sentences.

I have ---- time.
You don't have ---- time.
My boss doesn't have ---- jobs for people without ambition.
He wants ---- careless workers.
I don't need ---- more help now.

Text

Short success stories, or selections from success stories, particularly of people who have achieved success while having to fight such obstacles as poverty, prejudice, and language barriers

Comprehension Testing

As applicable to text

Concentrate on _who_, _what_, _when_, _where_ _how_, and particularly _why_ questions.

See _Guide to Suggested Drill Activities_ for further suggestions.

Writing

List five qualities that have helped the person in the story or film to get ahead.

Which qualities might help you to get ahead? Why? Write a brief paragraph about your ideas.

Arithmetic

Related problems, for example: the difference in wages paid by the same firm for jobs of varying responsibility; the time and or money spent in education for greater responsibility versus the potential increase in job earnings

See _Guide to Sequential Arithmetic_.

Speech and Handwriting

See _Guides_ for suggested group or individual activities.

Related Social Studies and/or Science

See _Guides_.

Unit Summary and Evaluation

Developing a composite class list of suggestions for demonstrating on-the-job responsibility

Developing individual lists of ideas for demonstrating responsibility in the particular job each student is looking forward to getting

COURSE UNIT XVII

EDUCATION FOR BETTER JOBS

Suggested Teaching Time 6 days

Topics

Educational Challenges of the World of Change
Upgrading Old Skills
Learning New Skills
Educational Opportunities in Technical Fields

Objectives

To provide perspectives about the continuously changing definition of education and its vocational implications; to explore educational opportunities for upgrading old skills and learning new skills; to help develop attitudes of readiness for further training

Preparing to Teach the Unit

Questions to stimulate interest and discussion
Choosing text, and editing if necessary
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Collection and organization of materials for bulletin board

Motivating Activities

Observing how often newspaper help-wanted advertisements require education and/or specific skills
Grouping the advertised job openings on a bulletin board in the categories of unskilled, semiskilled, skilled, and technical, and discussing the implications of the differing list lengths
Posting below the skilled and technical lists the existing educational facilities for learning and skill upgrading
Talking about the employment successes of unskilled workers class members knew who returned to school for more education and vocational training

Other Suggestions to the Teacher

Such questions as the following may help to provide the necessary perspective for developing these sessions:

How many jobs that were important in your grandfather's or great-grandfather's time have wholly or almost wholly disappeared? (jobs connected with the manufacture of horse-drawn buggies, jobs as blacksmiths, etc.)

How many jobs exist today that were unheard of in your grandfather's day? (airplane pilots, taxi drivers, computer and machine operators, etc.)

What machines have taken the place of much human labor performed in your parents' day? (dishwashers, computers)

Why are children encouraged to stay in school longer these days? (among other reasons, to prepare themselves for the requirements of today's world of work)

Why have educational requirements gone up for so many jobs? (the greater need for knowledge and job skills)

Why are wages higher? (among other reasons, the higher price that skills demand)

Teaching Aids

Cork or flannel board
Clippings from current help-wanted columns
Names and addresses of existing facilities for general education and for training and retraining

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of lesson motivation and guided by questions suggested under suggestions to the teacher

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. The vocabulary noted here consists of general vocabulary related to the concept of education for job improvement plus more specific words applicable to the reading passage on changes in the field of communication as suggested under Text.

   educational requirements
   general education
   the three R's
   doing arithmetic
   updating of skills
   upgrading of skills
   vocational training
   technical skills
   enough marketable skills
   labor market
   manpower requirements
   educational opportunities
   educational facilities
   telephone and telegraph
   telegram
   Morse code
   code and decode
   radio operator
   communication
   trans-Atlantic, Pacific
   long-distance dialing
   wire the message
   shortwave
   transistor radio
   battery
   underwater, overseas
   cable
   wireless
   walkie-talkie
   airplane
   airmail
   mail plane
   exploration of space
   lunar message
   from the moon
   astronaut
   spaceship
   outer space
   Telstar
   writing

2. Preparatory Recognition Drills

   Which word from the board would you use here?

   The three R's are reading, -----, and -----.
   Today's labor market requires an up-------- of skills.
   A transistor radio operates on a ------.
   A lunar message means a message from the -----.

   Find a word on the board that tells you something about each of these: (descriptive nouns and adjectives: What kind of mail? Air mail)

wave	(short)
education	(general, vocational)
plane	(mail)
operator	(radio)
radio	(transistor)

3. Vocabulary Building Drills

Which single words on the board are made up of two words that you know? (updating, upgrading, manpower, underwater, overseas)

Choose the word that most nearly means the same:
marketable: saleable
cheap
telegram: message
wire
trans-Atlantic: exploration
across the Atlantic Ocean
skills: abilities
learning

Draw a line between the words that mean the opposite:
updated wireless
wired decode
code old-fashioned

We use these words in more than one way:
I send a wire.
I need to buy some wire.
I wire a message.
I have a telephone.
I will telephone you tomorrow.

Make up sentences to show the different ways we use these words:
market
labor
grade
wave
code
cable
mail
plane
date

We say:
I send a telegram.
I telegraph a message.
Do you know why?

4. Language Skills

Remember we usually add a d or an ed when we talk about past time. Make up some sentences using these words in past time (review):
walk
call
work
code
wire
mail
learn
telephone

What is the past time of these words? (review)
throw ----
know ----
get ----
write ----
speak ----
think ----
say ----
read ----

We use capital letters for names of oceans, rivers, mountains:
Is the Hudson River near the Atlantic or the Pacific Ocean?
Name some oceans, rivers, and mountains that you know.

Where will you put the commas in these sentences?
This man can do unskilled skilled and technical work.
He can work on radios stereos and television sets.
We have many educational facilities in our city: vocational schools technical schools and all kinds of evening schools.

Text

Passages, simplified if necessary, on changes in a specific field like communication and the new jobs and educational needs created by the changes. Similar passages that may be more suitable to the job interests of the class can be prepared in the fields of transportation, farming, mining, manufacturing, construction, etc. Stories can be found in elementary and high school texts, periodicals, etc.

Comprehension Testing

See Guide to Suggested Drill Activities for suitable exercises.

Writing

We write a gh that sounds like f in these words: enough, cough, laugh

Write sentences of your own using these words.

Arithmetic

Related problems; for example, figuring out the annual income of a bricklayer who earns $400 per month for 9 months of the year and is unemployed during the 3 winter months.

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides.

Unit Summary and Evaluation

Listing trades that belong in the skilled category

Listing trades that can be considered technical occupations

Listing facilities for educational upgrading

Writing letters explaining why going back to school is important for many people

COURSE UNIT XVIII

PLANNING AND BUDGETING FOR WISER SPENDING

Suggested Teaching Time 7 days

Topics

Upgrading Living Standards
Using Take-Home Pay More Effectively
Credit Versus Cash Buying
Planning for Emergencies
Planning for Long-Term Goals

Objectives

To stimulate aspirations toward higher living standards (better food, more adequate housing, education, etc.); to discuss the budgeting of income, for long- as well as short-term goals; to supply information about the kinds and cost of credit buying; to give consumer education counsel about labeling, bulk buying, advertising, insurance purchase, rent control protection

Preparing to Teach the Unit

Guiding questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching, etc.
Procuring or duplicating sample budget sheets and on-time contracts
Previewing film or films
Inviting and briefing speaker

Motivating Activities

Viewing films and discussing them
Practicing itemizing income and expenses on sample budget sheets
Examining the small print in loan or credit contracts

Other Suggestions to the Teacher

Adult Basic Education materials on consumer practices are becoming more extensive. The latest listings and bibliographies of adult basic education materials and publishers announcements should be reviewed. Other useful materials will be found in the U.S. Department of Agriculture, Federal Extension Service home economics publications, in books on household finance in libraries, and in the literature on money management provided by finance companies, consumer councils, and similar organizations.

Teaching Aids

Films: Yours to Keep, 16 mm., sound, 27 min., Modern Teaching Picture Service, 247 Broad Street, Philadelphia, Pa.

You and Your Money, 16 mm., sound, 12 min., District Federal Reserve Banks

Films on money management available on a loan basis at a nominal fee from the Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Ill.

Sample budget sheets and on-time contracts may be available from consumer councils, large banks, and finance companies.

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of motivation, and guided to prepare students for selected reading text

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. The vocabulary noted below is the general vocabulary of consumer education geared to reading selections in some of the suggested texts:
    - family budget
    - good planning
    - wise spending
    - family income
    - living standards
    - figure out
    - cover expenses
    - dollars and cents
    - money management
    - gross, net pay
    - take-home pay
    - provide for

necessity
luxury
head of the household
wage earner
breadwinner
good nutrition
housing, shelter
comfortable home
furnished, unfurnished
rent control
modern appliances
minimum comforts
central heating
good ventilation
bathtub, shower
mechanical aids
clothes dryer
less worry
more freedom
plenty, plentiful
practical shopper
read labels
bulk buying
cost of clothing
know a bargain
cash price
credit buying
buying on time
installment plan
read contract
small, fine print
borrow, lend
bank loan
fixed expenses
emergency expenses
plan for tomorrow
plan for the future
cost of utilities
medical expenses
doctor, dental bills
entertainment
recreation
fire, health, hospital,
  car insurance
budget for education
advertising

2. Preparatory Recognition Drills

Which words on the board make you think of money coming in? (net pay, gross pay, income, take-home pay)

Which words on the board make you think of money going out? (expenses, bills, insurance, entertainment)

Which words on the board make you think of good management? (budget, planning, read labels, read fine print)

Which words on the board make you think of a comfortable home?
(central heating, good ventilation, shower)

3. Vocabulary Building Drills

Put the same number in front of the words in the second column that means the same:

1 net wages	enough
2 on time	gas, electricity
3 plentiful	meet expenses
4 utilities	on credit
5 cover expenses	take-home pay

What's another way of saying these?

freedom	(liberty)
central	(middle)
doctor bills	(medical expenses)
plan for tomorrow	(plan for the future)
entertainment	(recreation)

Put the same number in front of the word that means the opposite:

1 borrow necessity
2 furnished lend
3 controlled uncontrolled
4 luxury unfurnished
5 more less

What's a way of saying the opposite of these?

fine print	(large print)
practical	(impractical)
cash	(credit)

We say:
I cash a check.
I pay cash.

How would you use these words in more than one way?

figure
head
shop
free
plan
heat
shower
worry
label
dry

4. Language Skills

We say:
I borrow money from you.
I lend money to you.
I lend (to) you money.
I will ask the bank for a loan.

Put borrow, loan, lend where it belongs in these sentences:
Will you ---- me some money?
Why don't you ---- the money from the bank?
Won't they ---- it to you?
I need to take out a ---- to pay my car insurance.
I don't like to ---- money from anybody.

We say:
How much is the clothes dryer?
How much are the clothes dryers?

Put is or are where it belongs here:
How much ---- your wages?
How much ---- your take-home pay?
How much ---- the furnished rooms?
How much ---- your medical expenses?
How much ---- the cost of this loan?

Text

Selections from sources given under Other Suggestions to the Teacher, simplified when necessary.

Comprehension Testing

See Guide to Suggested Drill Activities for suitable exercises.

Writing

Practice in making out budget sheets
Fill in blanks to finish this (or comparable) letter:

Date

Dear ----,
I want to tell you about my new job. I will be earning a gr---- pay of $85 per week. My ---- pay will be $78 per week. Some money has to go for Social ---- and for ----.

I am planning to b---- my income carefully. First, I must pay the fixed ----. These are ----, ----, and ----. Then I must plan for the f-----. I want to raise my living ----. I want to pr---- for a good ed----- for my children. I want to buy some modern ---- for the house. I want to have a ---- home. I want my wife to have more f---- and less w----.

I also want to ---- for emergencies. I am going to buy some fire and some h---- insurance.

Please ---- to me and tell me about your plans.

Sincerely,
Signature

Analysis of letter for paragraph organization

Arithmetic

Related problems: for example, figuring out budgets based on various incomes and expenses

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides.

Related Social Studies and/or Science

See Guides.

Unit Summary and Evaluation

Using the budget sheets to figure out individual budgets on the basis of realistic family needs, concrete plans, and anticipated earnings

Debating the pros and cons of credit buying

Making a list of practical consumer education suggestions

Listing and discussing consumer protection agencies

Writing a two-or-three-paragraph composition about one or more of these:
Planning for Emergencies
The Importance of Budgeting
Plans for Improved Living Standards

COURSE UNIT XIX

THE WORKER: A RESPONSIBLE CITIZEN

Suggested Teaching Time

7 days

Topics

Responsibilities of Parenthood
The Citizen and Responsible Community Membership
The Citizen and the Federal Government

Objectives

To analyze the meaning of family responsibility (a secure home, mutual respect, standards of behavior for growing children, education for children and further education for parents, etc.); to expand concepts of community participation; and to develop an understanding of the dependence of democratic government on individual responsibility

Preparing to Teach the Unit

Questions to stimulate interest and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching
Selecting textual material and previewing film
Inviting and briefing speaker(s)

Motivating Activities

Listening to speakers from a local civic improvement organization, the League of Women Voters, and like organizations that stress better citizenship
Viewing the films and pictures
Practicing the use of the voting machine

Other Suggestions to the Teacher

The communication of positive concepts about ways in which the average working man can enjoy the rights and practice the responsibilities of democratic citizenship can begin with questions such as these:

> If somebody were to make you a present of all your wishes, what would you ask for your children?
>
> What can you do to make it possible to fulfill these wishes for them?

How can community participation help you to do this?

What are some community organizations you might join and community plans you can, and should, support?

Textual materials for group reading exercises and for individual study should be selected from:

Reading and social studies materials listed in adult basic education bibliographies and publishers announcements

Newspaper and periodical stories illustrating how organized community action secured better government, a new traffic light, a better playground, a park, aid for juvenile delinquents, etc.

Teaching Aids

Films on family responsibility, education and care of children, prevention of delinquency, vignettes of American history, government organization, etc. Such films, or information about sources of such films, are available from local and State educational film libraries and public libraries.
Sample voting machine (available from League of Women Voters or local party organizations)
Income tax forms
Still pictures of Houses of Congress and the Supreme Court
Charts of government operations (the steps by which a bill becomes a law, for example)

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of reaction to films, guest speakers, questions noted in suggestions to the teacher

Vocabulary Orientation

1. Introduction of reading vocabulary on chalkboard as words arise in discussion. The general vocabulary noted below

expresses the idea of responsible citizenship.

happy family
responsible parents
provide security
improve conditions
guiding of children
standards of behavior
civic improvement
schools, roads, libraries
community organizations
parent-teacher associations
join a political club
share your ideas
contribute your knowledge
obey the laws
serve on the jury
court of law
protect public property
supported by taxes
sales tax, income tax
register to vote
informed citizen
thoughtful voter
vote in primaries
vote in elections
voting machine
polling place
party platform program
party ballot
elected representative
support your candidate
vote carefully
rights of citizens
preserve, protect
ideas
principles
dignity
friendship
good will
freedom of speech
uphold ideals
heritage of freedom
take part in
participate in
average man
salary deductions
tax blank
ordinary people
patriotism
brotherhood
self-respect

2. Preparatory Recognition Drills

Finish these sentences with words from the board:

If you want to vote, you must ----.
We need to provide standards of behavior for our ----.
Do you belong to a community ----?
Public property is supported by ----.

Answer these questions with a word from the board:

What is love for one's country?
What is my greatest responsibility as a citizen of a democracy?
How can I help make better laws for my country (or community)?
How can I take part in the life of my community?
How can I help protect the American way of life?

Find words on the board that say something about these ideas:

bringing up children
community organizations
responsibilities of citizenship
public property

political parties

3. Vocabulary Building Drills

What's another way of expressing these ideas?

join an organization	(become a member of)
improve conditions	(make better)
party platform	(program)
thoughtful voter	(voter who thinks, informs himself, votes carefully)

What's another word for these words?

official	(officer)
representative	(delegate)
security	(safety)
ballot	(vote)
contribute	(give)

We use these words in different ways:

program (theater, political)
party (festivity, organization)
platform (dais, program)

Make up sentences to show the different meanings

4. Language Skills

Fill in the blanks with _do_ or _does_, whichever is correct (review):

---- he vote?
---- your children go to school?
---- you do anything to help American democracy?
Why ---- she want to learn?

Fill in the blanks with go or goes, whichever is correct

He ---- to meetings regularly.
I ---- as often as I can.
My wife ---- to all the PTA meetings.
She ---- every month.
My children sometimes ---- with her.

Text

See other Suggestions to the Teacher, selected, or selected and edited.

Comprehension Testing

See _Guide to Suggested Drill Activities_, for suitable exercises.

Writing

Listing the civic organizations in a community

Listing the steps by which a bill becomes a law

Writing one or more paragraphs on: _What I Can Do for My Children_; _How I Can Serve My Community_; _What I Can Do for My Country_.

Practice in figuring out income taxes

See *Guide to Sequential Arithmetic*.

Speech and Handwriting

See *Guides*.

Related Social Studies and/or Science

See *Guides*.

Unit Summary and Evaluation

Developing a class composition on:

Responsibilities and Opportunities in our Democracy

COURSE UNIT XX

THE VALUE OF CONTINUING EDUCATION

Suggested Teaching Time 2 days

Topics

Continuing Education and Training for Adjustment to Occupational Changes
Education for Personal Growth and the Fun of Finding Out
Education Resources of the Community

Objectives

To emphasize the importance of continuous adjustment of occupational skills; to stimulate an interest in continuing education as a way of life; to provide information about educational resources in the community

Preparing to Teach the Unit

Leading questions to elicit response and discussion
Exercises, drills, problems, subject area materials
Information on local education and training opportunities
Pictures, charts, etc., illustrative of technological advances
Inviting and briefing speakers
Arranging for field trip
Setting up a display of books

Motivating Activities

Listening to a speaker from the local office of the Department of Labor or a regional AFL/CIO office talk about the pace of skill obsolescence and the practical application of regular skill-adaptation or refresher courses

Looking at still pictures, charts, and television programs class members have seen that describe our new world: machines that "think," television that circles the globe, space ships, moon shots, etc.

Listening to speakers from adult education centers and vocational schools (other than the one the class is in), and from libraries and museums

A field trip to an adult education center and/or the local library

Other Suggestions to the Teacher

By this time students should be ready to do some independent reading and to summarize what they have read for the rest of the class. Selections can be chosen from adult basic education annotated bibliographies, from school and public libraries, and from publications by industries and civic organizations on the advantages of getting further education.

Teaching Aids

Films, charts, still pictures of the new technology (see film catalogs, magazines, etc.)
Catalogs, brochures, posters about community education

Related Activities

Reading

Preparation

Content Orientation - Discussion growing out of motivation, to prepare students for successful independent reading experiences

Vocabulary Orientation

1. Introduction of vocabulary as words arise in discussion. The words that follow are the general vocabulary of a unit on continuing education. They will need to be supplemented with the vocabulary of anticipated difficulty in the individual reading texts.
   - excitement of learning
   - community education resources
   - catalog
   - compulsory education
   - power to enforce
   - free courses
   - day and evening school classes
   - youth and adult centers
   - discussion groups
   - adult education program
   - parent and family education
   - classes on public affairs
   - high school diploma
   - college, university
   - compulsory education
   - extension courses
   - high school equivalency
   - lifelong learning
   - refresher courses
   - business subjects
   - commercial subjects
   - vocational schools
   - trade schools
   - health education
   - consumer education
   - elementary school
   - public school
   - continuous adjustment
   - the new science
   - new inventions
   - the fun of reading
   - fiction, nonfiction

2. Preparatory Recognition Drills

Find a word on the board that means the opposite of these:

voluntary
private school
advanced
individual
dull

Which words on the board would you use to talk about each of these?

young people
jet plane
continuing education
classes that meet to talk things over
classes that bring old skills up to date

Answer these questions with words from the board:

What special courses can you take to get a high school diploma?
What kind of class can you attend to learn how to be good shopper?
What do you learn in a vocational school?
What law provides for education for all children?
Where can we go for a free education?

3. Vocabulary Building Drills

Draw a line between the words that mean the same:

equivalent	commerce
business	enforced
compulsory	the same

All of the underlined words are also "trade" words. How can you use them?

We have talked about an extension course. What kind of extension can you think of?
We have talked about adjustments to life.
What kind of adjustment can you think of?
We have talked about government power to enforce compulsory education.
What kind of power can you think of?

Use these words in sentences of your own:

diploma
refresher courses
high school equivalency
fiction
the new science

4. Language Skills

Do you remember the abbreviations for these?

pound ----
quart ----
ounce ----
inch ----
yard ----

Do you know that these words are singular?

information
news
education
money

They are non-count nouns.
Can you think of some others?
(furniture, rice, coffee, sugar, etc.)

Use the above words in sentences of your own.

We use much with words we cannot count.
We use many with words we can count.

Put much or many (whichever is correct) in the spaces below:

Do we have ---- information about the new inventions?
This room does not have ---- furniture.
How m---- dollars do you have?
How ---- money do I have?
How ---- news do we have?

Text

Catalogs and brochures about educational opportunities
See Other Suggestions to the Teacher.

Comprehension Testing

See Guide to Suggested Drill Activities, for suitable exercises.

Writing

List the community resources for adult education.

Develop a composite three-paragraph letter about the values of continuing education, and analyze the letter for paragraph organization.

Arithmetic

Related problems with emphasis on review of weights and measurements

See Guide to Sequential Arithmetic.

Speech and Handwriting

See Guides.

Related Social Studies and/or Science

See Guides.

Unit Summary and Evaluation

Writing of original compositions on:
The Meaning of Continuing Education for Me
An Interesting Story I Have Read

TEACHING THE COURSE

USING THE GUIDE

The 20 units of instruction which make up the biggest part of this curriculum guide demonstrate one method of teaching adults a sequentially developed, interrelated, occupationally oriented basic education course on the intermediate level.

Topics on which to build instruction are suggested for each unit. In the first two units, which are more fully outlined than the others, topics are worked out separately to assist the teacher in getting the course off to a good start and to serve as a guide in organizing other units. The suggested daily time schedules and the fully expanded sample unit plan following these pages are provided as additional aids to the teacher in developing plans and units.

In the units, objectives are stated in terms of developing understanding of the subject matter content proposed in the topics. The primary objective of the course and hence of each unit is the acquisition of the basic skills of communication and number usage, built on subject matter related to work and daily living. The adult completing the course should have mastered these basic skills:

Reading

1. Easy recognition of all of the letters and the ability to use them in new words

2. Recognition of the structural elements of words; for example, word endings - s, ed, ing; word beginnings - un, in; and the ability to use them as aids in learning new words

3. Capacity to use other aids to word recognition - contextual meaning, word forms, various kinds of structural and phonetic analyses

4. Capacity to recognize words in sentence units

5. A clear grasp of the meaning of what is read

6. A sight vocabulary of frequently used words in the everyday language of adults

7. Increasing capacity to read material containing this vocabulary with ease and understanding

8. Growing independence in recognizing new and unfamiliar words in such reading

9. Interest in reading beyond the range of familiar experience

Writing

1. Ability to use cursive writing clearly, legibly, and with reasonable speed
2. Increasing ease in the writing of numbers
3. Increasing skill in the discriminating use of punctuation and capital letters
4. Development of sentence and paragraph sense
5. Understanding of the format used in formal and informal letters
6. Ability to use writing for the practical needs of daily life: Filling out an application blank, answering want ads, addressing an envelope or post card, writing notes, messages, and friendly letters

Arithmetic

1. Ability to add columns, with carrying, through five place numbers
2. Ability to subtract, with borrowing, through five place numbers
3. Ability to use the decimal point correctly in addition, subtraction, multiplication, and division, particularly of dollars and cents
4. Ability to multiply and divide up to three digit numbers as multiplier and divisor
5. Understanding fractions - addition, subtraction, multiplication, and division - and their application to everyday problems
6. Understanding measures of length (inches, feet, yards); liquids (cups, pints, quarts, gallons); and weight (ounces, pounds) as they apply to the home, the community, and the working situations
7. Understanding the use of percentage, particularly in estimating interest - in buying on the installment plan, in borrowing money, and in other consumer and worker problems.

The step-by-step procedures outlined in the units show how guiding questions prepared ahead of time by the teacher motivate and stimulate participation; how classroom discussion, vocabulary exercises, and language skill practices prepare the class for reading; how themes for reading exercises are built by the class; how reading can be tested for comprehension; and how arithemtic and related subject areas (social studies and science) are integrated into the unit. Individual needs will determine the amount of time devoted to elimination of stigmatizing substandard speech patterns, and practicing penmanship. Independent reading and workbook activities are provided for, and at the end of each unit there are suggestions on summarizing and evaluating. Additional drills and exercises, assistance in the methodology of all the skills outlined in the units, suggestions on testing and evaluation, and other aids are contained in the supplementary guides which follow in this section. In the units, and in the guides, drills are introduced as the teacher will present them to the class; for example, "Finish the incomplete words in these sentences," "Can you find a word you know in these words?"

The citing of visual aids, and the suggestions about sources of textual materials in the units make no pretense to being complete. Bibliographies of adult basic education materials issued by the U.S. Office of Education, State departments of education, colleges and universities, and other sources, and publisher's announcements of new publications will provide varied source materials. Elementary textbooks and library books sometimes contain suitable materials requiring little adaptation. Books selected as suitable by Adult Service librarians in public libraries, brochures and pamphlets that can be provided by State and local government agencies such as Public Health Services offices and U.S. Department of Agriculture Extension Services, and by business and professional organizations such as credit unions and insurance companies can all serve as good source materials. The resourceful teacher -- and a teacher of adults must be resourceful -- will keep up with the literature of the field and try out new materials as they become available. He will find other useful material in the local library and elsewhere. He will find his own pictures, make his own illustrations. He and the class will write their own stories. He will devise and improvise.

These practices are suggested as some of the ways to sustain interest and continuity:

1. Maintain a student-centered classroom; often the teacher need only be a resource person.

2. Always relate content and materials to adult needs and interests.

3. Evaluate learning at every step and take advantage of every opportunity to point out successful performance of the class and the individual.

4. Provide a variety of supplementary exercises, for both reinforcement and testing.

5. Teach - and test - reading for comprehension. Reading should be silent and followed by comprehension test exercises. With beginning students on this level it may be necessary to read one sentence at a time and to test comprehension after each sentence.

6. Practice and develop proficiency in the use of the "theme" as transition to printed reading material. Like the examples in the units, the theme is a short reading selection built on the vocabulary developed and put on the chalkboard during the prereading session. It may be prepared in advance by the teacher and written on the chalkboard, on newsprint, or on a chart. Sometimes the theme is composed in class by the students. The teacher places the sentences on the board or newspaper, step by step, as he elicits guided responses from the class.

7. Practice dictation as a method not only of testing what has been taught but also of ear training. It must be based on familiar content and word structure, and in early stages consist of only a few sentences - not more than five. Each sentence should be dictated three times: at a normal conversational rate while students listen but do not write; slowly and separated into thought units while the students write; and again at a normal conversational rate, as review.

8. Use realia, -- real articles such as newspaper columns, application blanks, letters, etc. - as much as possible.

9. Provide adequate time for independent reading, workbook, and other skill development activity on an individual basis. This may be the most important part of the teaching.

10. Use the classroon experience as an opportunity to introduce students to the world of learning, to education as the means of living a fuller life.

Appendix C, English as a Second Language, contains suggestions on techniques and methods of instruction that are applicable also in teaching English language skills to English speaking adults.

REFERENCES - TEACHING ADULTS

Adult Education Association of the U.S.A. How to Teach Adults, Leadership Pamphlet No. 5. Washington: Adult Education Association of the U.S.A. (1225 19th St., NW.) 1956. 48 p.

Explores a few of the problems common to all teachers of adults -- what adult students are like, how they learn, teaching methods, etc.

Brice, Edward Warner; Minnis, Roy B.; and Henderson, Ellen C. Teaching Adults the Literacy Skills: A Manual for Clubwomen and Other Leaders Who Are Interested in Planning and Carrying Out Literacy Programs. Washington: General Federation of Women's Clubs. 1963. 112 p.

A manual prepared to aid clubwomen in developing and carrying out literacy teaching, using two major approaches: (1) established teacher-student classroom situation utilizing new methods and techniques and (2) helping adults learn to read and write, using television facilities.

Kidd, J. R. How Adults Learn. New York: Association Press. 1959. 324 p.

Written by a practitioner in the field as a guidebook for teachers of adults. Describes the adult as a learner, explores the programs through which adult education is conducted, discusses environment and organization for learning and the role of the teacher. References and suggested readings at the end of each chapter.

Knowles, Malcolm S. The Adult Education Movement in the United States. New York: Holt, Rinehart, and Winston, Inc. 1962. 335 p.

A comprehensive history of adult education in the United States from colonial days to the present. Includes a discussion of goals and contributions of adult education organizations, together with a look ahead.

National Association for Public School Adult Education. Washington, D.C. (1201 16th Street, NW.)

1. Counseling and Interviewing Adult Students. 1960. 24 p.

   Discusses counseling needs of adult students, and suggests counseling practices for administrators, counselors, and teachers engaged in adult education practices.

2. Smith, Edwin H. and Smith, Marie P. Teaching Reading to Adults. 1962. 72 p.

   Describes a comprehensive reading program for adults; provides practical suggestions on testing the reading ability of adults and methods and techniques of teaching them; contains useful appendixes of addresses and references.

3. Swap Shop. Periodical. 4 to 8 p.

   Published in October, December, February, and April. Discusses current critical issues in adult education and cites what is being done about them in various areas of the country.

4. Techniques for Teachers of Adults. Periodical. 4 p.

   Published monthly during regular school year. Discusses techniques in adult education such as do's and don't's in using audiovisual aids, sources of free materials, using community resources, motivating students to learn, etc.

5. A Treasury of Techniques for Teaching Adults. 1964. 48 p.

   "How-to" handbook of methods for the experienced as well as the inexperienced administrator and teacher of adult education programs. Treats such subjects as creating a good climate for learning, grouping in adult classes, time-savers for teachers and students, etc.

6. Warren, Virginia B. How Adults Can Learn More Faster. 1961. 48 p.

   A practical handbook written for the adult student. Contains pointers on such topics as how adults learn, how to study, and how to listen. Useful to teachers also.

Proctor, J. O. T N T, Techniques, Notes, Tips for Teachers. Albany, N.Y.: Delmar Publishers, Inc. 1963. 194 p.

Organized to serve as a handbook for the beginner and a reference and reminder for the experienced teacher. Deals with such subjects as getting started, qualities of a good teacher, lesson planning, triggering creativity in students, group problem-solving methods. In outline form with line drawings.

Wallace, Mary C. Literacy Instructor's Handbook, An Adventure in Teaching. Chicago: Follett Publishing Company. 1965. 114 p.

Suggested Daily Class Schedule I

ADULT BASIC EDUCATION
(8-hour day, 5-day week)

Time	Activity
8:00 - 8:30 a.m.	Introductory and motivating activities
8:30 - 9:30 a.m.	Content and vocabulary orientation for reading
9:30 - 10:30 a.m.	Reading and comprehensive testing
10:30 - 11:15 a.m.	Writing activities
11:15 - 12 noon	Arithmetic (group and individual skill development)
12 noon - 12:30 p.m.	Lunch
12:30 - 1:30 p.m.	Individual reading and workbook activities
1:30 - 2:30 p.m.	Related Social Studies (3 periods per week); Science (2 periods)
2:30 - 3:00 p.m.	Speech and/or Handwriting
3:00 - 3:30 p.m.	Culminating activities and evaluation
3:30 - 4:30 p.m.	Individual reading and workbook activity, tutorial help by teacher, individual counseling [1] as requested

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[1] Service to be rendered by assigned counselor.

Suggested Daily Class Schedule II

ADULT BASIC EDUCATION AND PREVOCATIONAL EDUCATION

(8-hour day, 5-day week)

Time	Activity
8:00 - 8:30 a.m.	Introductory and motivating activities (correlating prevocational subject matter with basic education activities) 1/
8:30 - 9:30 a.m.	Content and vocabulary preparation for reading
9:30 - 10:30 a.m.	Reading and comprehension testing
10:30 - 11:00 a.m.	Arithmetic
11:00 - 11:30 a.m.	Writing
11:30 - 12 noon	Prevocational education 2/
12:00 - 12:30 p.m.	Lunch
12;30 - 2:00 p.m.	Prevocational education
2:00 - 3:00 p.m.	Social Studies (2) Science (2) Handwriting and Speech (1)
3:00 - 4:00 p.m.	Individual reading and workbook activity
4:00 - 4:30 p.m.	Culminating activity and evaluation (for whole day's activity) and/or counseling 3/

1/ Basic education and prevocational education combined with an interchange of materials and instruction and a system of continuing communication.

2/ Prevocational education -- occupational information, multi-shop exploratory experiences, etc.

3/ Counseling service to be given by assigned counselor.

Suggested Daily Class Schedule III

ADULT BASIC EDUCATION AND PREVOCATIONAL EDUCATION
(8-hour day, 5-day week)

Time	Activity
8:00 - 8:30 a.m.	Introductory and motivating activities (correlating prevocational subject matter with basic education activities) 1/
8:30 - 9:30 a.m.	Content and vocabulary preparation for reading
9:30 - 10:30 a.m.	Reading and comprehension testing
10:30 - 11:00 a.m.	Arithmetic
11:00 - 11:30 a.m.	Writing
11:30 - 12:30 p.m.	Social Studies (2) Science (2) Handwriting and Speech (1)
12:30 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Individual reading and workshop activity
2:00 - 4:00 p.m.	Prevocational education 2/
4:00 - 4:30 p.m.	Culminating activity and evaluation (for whole day's activity) and/or counseling 3/

1/ Basic education and prevocational education combined with an interchange of materials and instruction and a system of continuing communication.

2/ Prevocational education -- occupational information, multi-shop exploratory experiences, etc.

3/ Counseling service to be given by assigned counselor.

Sample Unit Plan

Unit VIII

Topic: Making Out an Application Blank

Time - 5 teaching days **Suggested Topics**

See Resource Unit

1. **Objectives**: The Specific Concepts of Unit or Lesson

To acquaint students with the kind of information generally requested in application blanks; to develop in students the skills necessary to fill out application blanks

2. **Preparation**: The Specific Means for Teaching and Testing

Guiding questions to elicit response and discussion
Language practice and testing exercises, arithmetic problems, content for related subject area teaching, etc.
Gathering and/or reproducing application blanks

3. **Teaching Aids**: The Realia and Other Audiovisual Means Needed to Implement Learnings

Various kinds of application blanks: For direct job employment, for registration at an employment agency, for admission to housing projects, for a Social Security account number, for library membership, etc.
Mimeographed copies of above for practice
Sample copies should include both short and long forms

4. **Motivation**: Stimulation of Interest

Looking at (later, studying and practicing filling out) blank application forms

5. **Suggested Content and Order of Each Daily Session**

   a. Motivation
   b. Discussion for content and vocabulary orientation
   c. Prereading exercises
   d. Reading
   e. Comprehension testing
   f. Writing
   g. Individual reading and workbook activity
   h. Arithmetic
   i. Speech
   j. Handwriting
   k. Unit summary and evaluation
   l. Individual counseling as requested
   m. Individual tutorial help by teacher

Teacher Guidelines

Prereading

1. **Content Orientation** begins with the "how or "why" question directly related to the lesson objective. A teacher may begin with guiding questions and go on to secondary questions or vice versa. Question "a." on the opposite page is an example of a guiding question planned to lead to free conversation or discussion. Question "b." is an example of a secondary question designed to elicit information responses. With a slow group it is often advisable to use secondary questions which build up to the key question. It may also be necessary to use "cue" questions, those which contain a cue to the answer in the question as stated.

> **Content Orientation** - to communicate these concepts: an application blank gives a picture of the person who is applying; it is important to supply all the information clearly and concisely. Questions should guide students towards an identification of the kinds of information requested on blanks.

2. **Vocabulary Orientation**

With native-born students, vocabulary orientation focuses on reading readiness. The recognition of words that will be encountered in the text is the teacher's primary concern. Free conversation may contain many words not included in the reading readiness vocabulary. In his role as leader, however, the teacher will guide the discussion to include the anticipated reading words. It is these words that the teacher - or students, if they feel confident enough to do so - writes on the chalkboard when they arise in the discussion. It is these words that the teacher points to each time they are mentioned to establish further visual, auditory, and conceptual associations. It is these words that form the basis for the word attack and vocabulary building exercises that follow.

> **Vocabulary Orientation** - Introduction of reading vocabulary on the chalkboard as the words arise in discussion. It is usually advisable to introduce no more than five new words in each daily reading session. Whenever possible, new vocabulary should be presented in phrases. See opposite page for examples.

Student Activities

1. Content Orientation Discussion - growing out of teacher questions:

   a. Why do we need to fill out a blank when we apply for a job? When we apply for admission to a housing project? When we apply for library membership?

   b. What does the person reading the blank want to know about us?

   c. What impressions can he get from the way we fill out the blank?

   d. Why is it important to put the information down as clearly and briefly as we can?

   e. What kind of references are most important?

   f. Why is it a good idea to keep a copy of the information we put on an application blank?

2. Vocabulary Orientation (as applicable for individual lessons)

   family name
   middle name
   maiden name
   print or type
   married
   single
   widowed
   divorced
   separated
   list employers
   work experience
   educational history
   employment references
   personal references
   character references
   bank references
   supply information
   previous employment
   describe briefly
   describe fully
   reason for leaving
   location of company
   out-of-town
   night shift
   job and duties
   dates: from___ to ___

   mailing address
   permanent address
   temporary address
   marital status
   age
   sex
   occupation
   signature
   telephone number
   health
   height
   salary
   special skills
   position
   applicant
   application blank
   fill out
   names of schools
   circle grade completed
   elementary school
   weight
   junior high school
   vocational school
   length of time
   regular line of work
   union member

Teacher Guidelines

3. Preparatory Recognition Exercises

Sight recognition needs to be reinforced by word study skills:

a & b. For recognition of structural elements in words

These may include exercises in recognizing common beginnings or endings of words, similar consonant clusters (tr̲ue, tr̲uth; cl̲am, cl̲amp), the use of prefixes, suffixes, roots, the vowel change effected by the addition of e̲ (hat, hate), or varied word families (silent g̲, silent k̲, le̲ words, etc.). For applicable exercises, see Guide to Suggested Drill Activities.

c. For conceptual recognition

Conceptual recognition means recognition of words in context. Many devices may be used for this kind of reinforcement: Finding the word in the text to answer a specific question, finding words in the text to group topically (grocery, milk, eggs; also see example on opposite page), finding words in the text with similar syllabic or phonetic elements, and so on.

d. For word discrimination

Variety of drill is essential both to maintain interest and to test application of learnings. Fill-ins, true-false questions, etc., may supplement the multiple choice exercises suggested on opposite page.

4. Vocabulary Building Drills

Word building exercises are planned to broaden the range of the meaning (and recognition) vocabulary. The exercises on the opposite page do this through recognition of synonyms and antonyms and through practice in supplying original vocabulary alternatives. Other exercises use the addition of prefixes or suffixes to illustrate the way words may actually be built.

Student Activities

3. Preparatory Recognition Exercises

a. See the similarities:

locate, location
complete, completion
separate, separation
describe, description
apply, applicant, application
occupy, occupant, occupation
employ, employer, employment
refer, reference
sign, signed, signature
marry, married, marriage
marital

b. Underline all the words on the board that end in al. (personal, marital, educational, occupational, vocational)

What do you think the al means? (about)

c. Underline all the words on the board about references; about schools or education; about marital status.

d. Choose the right word to finish the sentence:

If I have a wife (or a husband), I am ----. (single, married, widowed)
Employment references are references about my ----. (work, education, character)
Personal references mean references from ----. (employers, unions, people who know me)

4. Vocabulary Building Drills

a. Draw a line between the words that mean the same:

previous	former
salary	job
work history	duties
position	wages
responsibilities	work experience

b. Draw a line between the words that mean the opposite:

present	temporary
night shift	completely
briefly	single
permanent	previous
married	day shift

c. Can you think of two other words that mean the same as these words?
Example: occupation - job, position

salary (wages, earnings)
location (address, place)
previous (former, past)
brief (short, quick)
completed (finished, ended)

d. Can you think of two other words that mean the opposite of these words?

separated (together, united)
elementary (advanced, difficult)
previous (present, current)

5. Language Skills

Language skill development is concerned with correct usage or grammar. For native Americans, the program concentrates on the elimination of common substandard deviations. Practiced prior to actual reading, language skill development serves as a further aid in recognition.

> Practice techniques may include flashcard word, phrase, or sentence-sense drills, transformation drills (change present to past time, singular to plural, etc.), oral or written fill-ins, multiple choice questions, language games, etc.

6. Text

Reading content must be related to the adult needs, interests, and experiences of the students. The material - in both substance and vocabulary - must be familiar, a recapitulation, practically, of what has been discussed and learned during the preparatory part of the lesson.

> The section of the application blank includes the vocabulary of the first lesson in this unit - words related to name, address, age, sex, and marital status, and directions about inserting the information. Subsequent lessons may use sections covering the vocabulary of work experience, educational history references, etc. Still later lessons may offer practice opportunities in reading application blanks which differ in format or in purpose.

Student Activities

5. Language Skills

a. Look at these:

apply, applied
reply, replied
supply, supplied
marry, married
employ, employed
stay, stayed
pray, prayed
play, played

Can you figure out the rule? When the y follows a vowel (a,e,i,o,u) we make the past time word by adding ed. When it follows a consonant (the other letters in the alphabet) we change the y to i.

Put these words into past time:

hurry	----
sway	----
stray	----
try	----
marry	----

b. The past time here is different.

pay	paid
say	said

Use each of the underlined words in a sentence.

6. Text

Application blanks and/or parts of application blanks; for example:

JOB APPLICATION

Date ______________ 19 ____

NAME ____
(last) (first) (initial)

ADDRESS ____
(number) (street)

____
(city) (state)

AGE ________________ SOCIAL SECURITY NO. ________________

EXPERIENCE:

Dates	Employer	Type of Job

7. Comprehension Testing

Comprehension testing is part of every reading lesson. The testing may be oral or written. It may range from questions testing the identification of words in the text to requests for summarizations of paragraphs or stories.

The Guide to Suggested Drill Activities includes a variety of comprehension testing exercises.

8. Writing

Writing activities should be integrated with the concepts and vocabulary of the reading lesson. The writing vocabulary is not necessarily the same as the reading vocabulary. Concentration is on the words the student is likely to use in his writing experiences in and out of class. The reading material should contain (but will usually exceed) the writing vocabulary. Continued exposure to words in the text and practice with them in sentence dictation and other situations in and out of the classroom serve to accelerate spelling facility.

Dictation consists of short sentences with familiar concepts and vocabulary. Original writing may supplement dictation in later stages.

The writing exercises on the opposite page illustrate the use of realia for writing practice in situations related to the lesson learnings.

9. Individual Reading and Workbook Activities

These are continuing activities planned on an individual basis. Differing abilities and learning rates will determine the materials used by individual students.

Student Activities

7. Comprehension Testing

   a. Do most applications ask us to write above or below the line?

   b. Which application asks us to print or to type?

   c. What do we write in the little boxes like these that we find in some application blanks?

      Yes ☐ No ☐

   d. Which application does not require character references? Why not?

   e. What do you think would be a good character reference?

8. Writing

   a. Make a list of the information that is important in most application blanks (name, age, address, references).

   b. Make a list of the information that is important in an an application for housing (above, plus previous addresses, salary, name and address of present employer, marital status, number of people in family, etc.).

   c. Make a list of information that is important in an application for a job (above, plus employment experiences, education, health, etc.).

   d. Print your name.
      Print your address.
      Fill out these two lines in print:

      ____
      First name Middle name Last name

      ____
      Mailing Address (Number and Street) City State

   e. Take turns going to the board and filling out parts of the application blanks printed there.

   f. Practice filling out the mimeographed copies of the application blanks.

9. Individual Reading and Workbook Activities

   Recommended texts, readers, etc., should be listed here.

10. Arithmetic

Arithmetic is taught functionally and in relation to the learnings of the lesson. As an important on-going learning activity, it is sequentially developed. See Guide to Sequential Arithmetic.

Presentation is in terms of problem, process, problem. The original problem is the challenge; the process, the tool to solve the problem; the problem, as presented again, the opportunity to use the tool in the solution.

11. Group and/or Individual Skill Development

A. Speech

Speech work is directed towards the elimination of patterns which identify the native speaker as undereducated and limit his occupational and social acceptability. Patterns may vary, necessitating group or individual teaching. For suggested content and methodology, see Guide to Speech Work with Native Undereducated Adults.

B. Handwriting

Students should be using cursive writing. They may need individual help in letter formation or in achieving general legibility. For content and methodology, see Guide to Handwriting.

12. The Unit Summary

The Unit Summary encompasses expressional activities which summarize and apply the learnings of a lesson or unit.

> Filling out individual applications for employment (secured from local business firms), for registration in an employment agency (secured from same), for Social Security account numbers, for admission to public housing

13. Evaluation

For purposes of teacher planning, every unit should include some means of measuring achievement.

> Correction by class of application blanks pictured on screen with opaque projector (or, where students are sensitive about their errors, of composite made up by teacher to include typical errors). Where opaque projector is not available, the same can be done on newsprint or cardboard with a flow pen or magic marker.

GUIDE TO SUGGESTED DRILL ACTIVITIES

1. For Word Recognition

Identify from a flashcard.
Match word on flashcard with an object in the room.
Match word on flashcard with a word on the board (in the book, in the teacher-prepared material).
Act out a word on the board, flashcard, teacher-prepared material.
Match pictures with words on board, flashcards, in text.
Identify objects in the room by matching them with labels.
Identify signs in the room.
Find a word in a list of words.
Draw a line to the same words appearing in separate columns.
Choose a correct word from the flashcards to complete a sentence or to make it correct.
Match pictures with sentences, for example:

Pix	Sentence
man reading	He is reading.
man writing	He is writing.

2. Phonetic Aids to Word Recognition

Underline all words that begin with (end with, have in the middle) the same letter or letter clusters.

Identify phonetic contrasts, for example:

ch versus j words
short i versus long i
voiceless versus voiced th
hard versus soft c
hard versus soft g
ou as in "count" versus ou as in "country"
(See Exercises in Units for others.)

Identify common phonetic clusters, for example:

ph sounded as f (enough, laugh, cough)
qu sounded as kw (question, inquire, quart)
Silent gh words (night, right, neighbor)
Silent k words (knife, knee, kneel)
wh words (when, where, why)
wr words (write, wrong, wring)
(See Exercises in Units for others.)

3. For Recognition of Structural Elements in Words

Underline rhyming words.
Underline words beginning with the same combination of sounds.
Underline words ending with the same combination of sounds (for example: other, mother).
Make new words by changing the beginning letters (for example: seat, meat, beat).
Make new words by adding common suffixes (for example: reading, kindness, careful).
Make new words by adding e (for example: mad, made; hid, hide; pet, Pete).
Find the little word in the bigger one (for example: woman, tomorrow).
Draw lines after common prefixes (for example: re/pay, mis/place, un/able).
Draw lines before common suffixes (for example: care/less, friend/ship).
Make new words by dropping or changing the suffix (for example: blocker/block/blocking).
Make new words by putting prefix before a word (for example: un skilled, auto biography).
Make new words by building on as root (for example: port - portable, import).
Draw a line between syllables (for example: yes-ter-day; in-ter-view).
Look how words are made (for example: face, facial; industry, industrial).
Find known words in new words (for example: transportation - port, sport, transport).
Find single words made up of two known words (for example: manpower, update, overseas).
(See Exercises in Units for others.)

4. For Development of Meaning Vocabulary

Draw a line between the words that mean the same.
Draw a line between the words that mean the opposite.
Put the number next to the word that has the same meaning (in columns of synonyms).
Put the number next to the word that has the opposite meaning (in columns of antonyms).
Find other words that mean the same.
Choose the best meaning for a word (from a list of suggestions).

Choose the right word to finish a sentence (from words on the board).
Fill in the right word (from words on the board).
Find words that are related to each other (for example: grocer, grocery).
Name all the words that tell about one thing (for example: carpenter - saw, plane, hammer).
Tell which words belong together (for example: Sunday, child, Monday).
Unscramble flashcards into correct sentence order.
Tell which groups of words (on board or in workbooks or teacher-prepared materials) go together to make a sentence.
Answer questions with words from the board.
Use new words in original sentences.
Use words that have more than one meaning in sentences.
(See Exercises in Units for others).

5. For Reading Comprehension

Underline the words that tell who, what, when, where, why, which, how.
Answer who, what, when, where, why, which, how questions.
Answer true/false comprehension questions.
Answer multiple-choice comprehension questions.
Read (aloud) the part in the story (newspaper, public agency booklet, etc.) that tells about ----.
Which sentence says that ----------?
Which sentence talks about ----------?
Complete the sentence (oral or written) with words (or ideas) from the story.
Fill in the spaces with words (or ideas) from the story.
Name all the people in the story.
Tell what happened first (second, third) in the story.
Underline the most important sentence (or paragraph) in the story.
Summarize a paragraph or a longer passage.
Make up new title for the story.
(See Exercises in Units for others.)

6. For Language Skills

Change a sentence to negative (practice with no, any).
Change a statement to a question (practice with do, does).
Use is or are (The workers ---- here.).
Use have or has (This shop ---- many machines.).
Use Do or Does (---- he like his job?).
Say more than one (man, woman, girl, city, match, etc.).
Choose the correct word.
Make fill-ins, completions, substitutions.

Content of language structure practice likely to be needed by undereducated American adults includes:

Use of s for present time third person singular
Irregular noun plurals
Possessive pronouns
Comparatives and superlatives
Use of is, are
Use of is, are with there
Use of is, are with how much
Use of some, any
Use of this, these with is, are
Use of go, goes
Formation of past time verbs (d, ed, ied)
Irregular past time verbs
Formation of adverbs
Is, are with going
Is, are (and other verbs) with "non-count" nouns
Much, many with "non-count" nouns
Discriminating use of advise, advice; borrow, lend

7. For Writing Practice

A. Correct Usage

Abbreviations: Write these words the short way (apartment, Saturday, pound, etc.).
Contractions: Write these words the short way (does not, will not, etc.).
Structure:
Write these words in past time (work, live, hurry, employ, etc.).
Write more than one (city, match, dish, box, etc.).

B. Spelling

Fill in the missing letters.
Underline words with the same endings.
Underline words with the same beginnings.
Underline rhyming words.
Find shorter words in longer words.
Find known words in unknown words.
Underline words with a silent t in the middle.
Use similar exercises to reinforce the following teachings:

Use one *l* only for *always*, *almost*, *already*, *although*.
Put the *t* before the *ch* in *kitchen*, *butcher*.
Don't forget the *l* in *could*, *would*, *should*.
Double the letter in the middle of *address*, *dinner*, *dessert*, etc.
Remember the *ou* in *cousin*, *country*.
Use a *u* in *buy*, *busy*, *business*.
Remember the silent *k* in *knee*, *knife*, *know*.
The sound of *f* is written as *gh* in *cough*, *laugh*, *enough*.
Don't forget the *t* in *listen*, *often*.
The sound of *f* is written as *ph* in *nephew*.
Use a *c* in *democracy*, *policy*, *police*, *sincerely*.
Watch the *e* in *very*, *every*.
Write the *w* but don't say it in *whole*, *who*, *write*, etc.
Write the *gh* but don't say it in *night*, *neighbor*, *daughter*, etc.
The *c* comes before the *i* in *ceiling*, *receive*.

Give dictation for spelling reinforcement.

C. Capitalization and Punctuation

Rewrite sentences, putting capital letters where they belong.
Put the name of the day of the week (month) in the blank (Today is ----).
Write the full names of family members (or others).
Write the names of streets, avenues, cities, states, etc.
Rewrite sentences putting in periods and question marks.
Rewrite sentences putting the apostrophes where they belong (for possession and abbreviation).
(See Exercises in Units for other suggestions.)

D. Functional Application

Copying (in very early stages only)
Filling out forms (applications of various kinds, budget sheets, etc.)
Making up lists
Addressing an envelope or postcard
Writing sentences, paragraphs, model letters from dictation
Developing composite paragraphs, letters, compositions
Following a learned pattern in writing original messages, notes, friendly letters, letters answering a job ad, etc.
Writing original letters and/or compositions on subjects of related interest

8. Alphabetization Study

Arrange words in the order of the alphabet (from a scrambled list of familiar words).

Find the words in the dictionary.

Write some names you know and arrange them in alphabetical order.

Find some familiar names (from a teacher-prepared list) in the Yellow Pages.

Find advertised jobs (from a teacher-prepared list) in the help-wanted columns.

GUIDE TO SEQUENTIAL ARITHMETIC

The ability to use numbers in daily problem-solving situations may vary greatly among native undereducated adults. Student need will determine the actual amount of time and emphasis to be devoted to the subject. Widely differing knowledge may indicate the desirability of tutorial help in addition to group teaching.

Arithmetic in basic education classes is taught functionally, directly related both to the life experience of the students and to the subject matter of the day. A lesson on Social Security, for example, will include in its arithmetic learnings the subtraction of Social Security deductions from the gross pay; a lesson on the use of private employment agencies, the computation of the agency fee. The fundamental processes are taught as the skills involved in the solving of meaningful arithmetic problems.

The following is a sequential program for the teacher to adapt as needed:

1. Simple addition and subtraction

$$\begin{array}{r}6\\\underline{3}\end{array}\qquad\begin{array}{r}4\\\underline{5}\end{array}\qquad\begin{array}{r}9\\\underline{2}\end{array}\qquad\begin{array}{r}8\\\underline{3}\end{array}$$

2. Addition of four two-place numbers in a column with the "carry"

$$\begin{array}{r}31\\23\\48\\\underline{54}\end{array}$$

3. Subtraction of two-place numbers

$$\begin{array}{r}65\\\underline{43}\end{array}$$

4. Multiplication tables through 4's
5. Column addition of three-place numbers
6. Multiplication of two- and three-place numbers by one number

7. Addition of five- and six-place numbers in a column

8. Subtraction of four-place numbers with borrowing

9. Addition of five-place numbers with decimals (sums)

10. Subtraction of five-place numbers with decimals

11. Multiplication tables through 8's

12. Multiplication using one-place multiplier

13. Multiplication tables through 12's

14. Multiplication of two- and three-place numbers by one-place multiplier

15. Multiplication by two-place multipliers

16. Short division - one-place divisor

17. Long division - two-place divisor

18. Concept of fractions - halves, thirds, fourths

19. Addition of fractions

20. Subtraction of fractions

21. Multiplication of four-place numbers by three-place multipliers

22. Division of four-place numbers by three-place divisors

23. Multiplication of decimals

24. Division of decimals

25. Multiplication of fractions

26. Division of fractions

27. Percentage

Sample Problems:

1. If one bus token costs 25¢, how much will five tokens cost?

2. If your gross salary is $65 per week and your net salary is $57, how much is withheld?

3. If Mrs. Smith earns $2 an hour for a 35-hour week and gets time-and-a-half for overtime, how much will she earn for 5 overtime hours? How much will her salary be at the end of the week?

4. If Mr. Jones, who is a linoleum salesman, sells 18-1/4 yards from a roll measuring 70-1/2 yards, how much is left on the roll?

5. If Mrs. Brown buys a television set for cash, the price will be $95.95. On time, she will pay a $25 deposit plus $10 a month for 10 months. How much will she be paying for the set if she buys it on credit?

GUIDE TO SPEECH WORK
WITH NATIVE UNDEREDUCATED ADULTS

The goals of speech work in this program are entirely functional. Efforts are directed towards eliminating patterns which identify the native speaker as undereducated and limit his employment and social acceptability. The criteria for standards are those of the local literate community rather than any purity of speech or preference for the prevailing pattern of one region over another.

Plans for correction must begin with careful motivation. Speech may be the one area in which the native undereducated adult feels confident. With students likely to become discouraged by the implication of still another inadequacy, it may be wiser to postpone this part of the program until the student feels more secure - both in his relationship to the teacher and in his own sense of progress. The teacher who knows his class will be the best judge of this timing problem. When they are introduced, suggestions for improvement should be related to the upgrading of occupational status.

Voiced and Voiceless Th

The substandard patterns of native undereducated Americans are likely to cluster around systemic distortions of the voiced and voiceless th, with substitutions of t/d or f/v, as shown in this chart:

VOICELESS	t	(voiceless th)	f	VOICELESS
VOICED	d	(voiced th)	v	VOICED

The substitution for the voiceless th may be either of the other two voiceless sounds. Example: "noting"or "nofing" for "nothing."

The substitution for the voiced th may be either of the other two voiced sounds. Example: "moder" or "mover" for "mother."

Actual teaching begins with ear training. The student must be able to hear the difference between two sounds before he can be asked to produce them correctly. Working on the substitution of t for th in "I tink" for "I think," for example, the teacher may begin with minimal pairs (words which sound alike in all but one element):

tank	thank	bat	bath
tin	thin	bet	Beth
tree	three	rat	wrath
true	through	root	Ruth
tie	thigh	heart	hearth

The teacher will say these words, stressing the t and the th each time.

He will proceed to exercises which test the student's ability to hear the difference, such as:

Raise your hand when you hear me say t (or th).
Thelma told me to say thank you to you.
(th - 2: t - 3).
I think Ruth is too thin.
(th - 3: t - 1)
Count the number of times I say t (or th).
(Be sure to keep the number uneven.)
Similar exercises

He will go on to teach the production of the sounds:
For t, put your tongue above the upper teeth ridge.
For th, put your tongue between your teeth.
Look in the mirror. See if you have your tongue in the right position.
Both of these sounds are voiceless. That means you blow out the sound without voice.

Say t.
Say th.
Say these words with me (minimal pairs).
Read these words up and down, then across (minimal pairs).

Read these phrases.
three in a tree
root for Ruth
bet on Beth
etc.

Read these sentences.
What do you think?
Come through here.
Three times three are nine.
etc.

Teaching procedures follow the steps as described:

1. Presentation of the sounds in contrast (minimal pairs).
2. Hearing the difference (testing).
3. Sound production
4. Practice in minimal pairs, phrases, sentences, conversation.

Hypercorrection

Other errors common among native undereducated Americans frequently result from hypercorrection, the tendency of the speaker to apply what he has learned as correct in patterns that seem similar to him; for example, the use of the gratuitous r at the end of "saw" to pattern with "door." The teacher will need to present the shorter vocabulary list (the words without the final r) for learning.

saw	comma
law	sofa

Practice in phrases, sentences, converation should follow.

Regional Substandard Speech

Errors more closely associated with regional substandard speech include the frequent substitution of the nk sound for the ng sound and the pronunciation of the vowel in "curl" like the dipthong in "coil."

bang	bank
sing	sink
thing	think
ring	rink
hung	hunk
etc.	

Minimal pairs for the vowel/dipthong substitution are more limited. Nonsense words are just as effective in developing discriminating listening, however. Here they are used to supplement the meaningful words on the ear-training list:

coil	curl
foil	furl
whoil	whirl
twoil	twirl
moil	mirl
doil	dirl

Phrases and sentences are more easily devised:

curl and coil
twirl the foil
turn the soil
How much is the furniture oil?
Roy is always early.

Southwestern substandard speakers may include Americans of Mexican origin. For errors common among these and other speakers whose native language is not English, see Appendix C.

For the correction of substandard American speech (as described), the following sound production devices may be helpful:

t: Place the tip of the tongue above the upper front teeth.
Blow out the sound without voice.

d: Place the tip of the tongue above the upper front teeth.
Blow out the sound with voice.
Put your hands on your vocal cords.
Feel the vibration of a voiced sound.

f: Bite the lower lip.
Blow out the sound without voice.

v: Bite the lower lip.
Blow out the sound with voice.
Put your hands on your vocal cords.
Feel the vibration of a voiced sound.

th (as in bath): Put your tongue between your teeth, or
bite your tongue.
Blow out the sound without voice.

th (as in bathe): Put your tongue between your teeth, or
bite your tongue.
Blow out the sound with voice.
Put your hands on your vocal cords.
Feel the vibration of a voiced sound.

ng (as in sing): Raise the back of your tongue (as for k or g).
Hold the tongue there while you make a voiced
sound through your nose.

u (as in furniture): Raise the middle of your tongue toward
the roof of your mouth. Let the tip of
your tongue touch the back of your lower
front teeth. Do NOT round your lips.
Look in the mirror. Say: turn, fern,
furniture.

GUIDE TO HANDWRITING

Cursive Writing

By the intermediate level, students should be using cursive writing. If they have not yet made the transition from script, the following concepts may be helpful as guidelines:

1. Cursive writing is script in which the letters are joined.
2. The pencil is lifted at the end of a word.
3. Letters are made with upstrokes, downstrokes, ovals, and connecting strokes.
4. Downstroke is slanted from right to left.
5. Spacing between letters is controlled by the connecting strokes.

Goals

The goal with undereducated adults is legibility rather than the niceties of writing. The remedial exercises listed below are suggested in line with this thinking. The teacher may choose from among them those best suited to the needs of his class. Provision has been made in the recommended class time schedule for group and individual skill development and for individual tutorial help by the teacher. Needed handwriting practice may be provided during these periods.

Some of the suggested exercises are for letter practice. Application in words and sentences containing these letters should follow immediately.

Suggested Exercises

Point out contrasts or similarities wherever possible:

1. m versus n (three overcurves for m; two, for n)
2. w versus u (two undercurves for w; one for u)
3. Letters with upper loop strokes (l, h, b, k, f)
4. Letters with lower loop strokes (f, j, p)
5. Letters which need to be closed (a, d, g, q, f, p)
6. g versus q
7. u versus v
8. h versus k
9. h versus b
10. h versus l
11. a versus o
12. Letters with retracing and no upper loop (i, t, w, s)

13. Similarities of beginning strokes in a, m, v, z, y
14. Counter-clockwise ovals for these capitals: A, C, O, E
15. Clockwise ovals in these capitals: B, P, I, J
16. Loop-stems for these capitals: H, K, M, N, V, U, Y, X, Q, W, Z
17. Double loops in G and I
18. T versus F
19. Clockwise numerals: 2, 3, 5
20. 9 versus 6
4 versus 7
3 versus 8

GUIDE TO SCIENCE[1]

Modern science has affected nearly all of our daily activities, whether at work or at home. Even the simplest of jobs often requires at least a minimum knowledge of certain basic scientific principles and their application. Such knowledge is also of importance when decisions must be made regarding problems of health, purchase and use of consumer goods, and support of public projects by voting citizens. To meet these needs, areas of scientific knowledge and understanding considered of special importance with respect to the topics included in this book have been selected. They are discussed below.

What Science Is(for motivation of class learnings)

Science is best described in terms of what scientists do. Scientists seek information about all things of which the universe is composed. These things include all living and nonliving objects and their parts, and all of the various forms of energy and forces which affect those objects. Further, it is the job of scientists to discover relationships among objects, energy, and forces which can be used to describe and to predict events. Such relationships may be expressed as principles, hypotheses, theories, or laws depending upon the degree to which they have been tested and the extent to which they may be applied. To test their ideas or hypotheses, scientists conduct experiments.

Many scientists, engineers, and technicians use the results of scientific investigations to advance the state of health and the treatment of disease; to improve construction materials and methods, tools of industry, transporation, and communications; and to expand leisure-time activities. It is this applied science or technology which has had the most obvious effect upon our lives during recent years. Indeed, this is what makes it more necessary than ever to know something about science.

How Some Basic Science Understandings Can Be Learned

Most students, no matter what their education, already know a great many "facts" of science. These "facts" are the things observed from earliest childhood. Such things as electricity and sound cannot be readily observed directly, but their effects can be seen or heard. When we start asking questions about common things around us, we are taking the first steps in understanding science.

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[1] "Science" as used here is broadly interpreted to include engineering and technology.

Students have probably wondered how electricity can cause a motor to turn or why we tend to keep moving forward when we step down hard on an automobile brake pedal. Answers to questions such as these are often easy to find once the questions have been asked. Past experience is a good source of information which can be used to increase student understanding of science.

There are many science understandings which can be related to each of the topics included in this book. For example, in the topic "How to Keep a Job" teachers may want to discuss the importance of health. Science understandings related to health include those having to do with food selection, disease prevention, and control of personal habits.

To develop an understanding of how science affects modern living, it is helpful to be familiar with some of the words used in science. A number of these are listed at the end of this section. Definitions can be found in dictionaries or simple science textbooks. By knowing these and other words, students will find it easier to learn, understand, and use some of the basic principles of science. For example, once they know the word "inertia," they will recognize inertia as one of the basic properties of matter - the tendency to resist change in velocity or direction of motion. Knowing this, they can answer the question about what happens when a person slams on the automobile brakes or turns a corner too sharply. On a job which requires moving a heavy object on rollers, they will know that because of "inertia," as well as friction, a much greater force will be needed to start it moving than will be needed to keep it moving once started.

Areas of Science About Which Students in Adult Basic Education Classes Should Have Understanding

1. Personal, family, and public health. Students should know something about the cause and prevention of contagious diseases and other illnesses, what kinds of foods are needed for growth and good health, why public health measures are of personal importance, and why habit formation is so important to personal and family health. For example, fathers and mothers who realize the importance of proper diet will have less worry about losing time from work or even losing their jobs because of illness or being continually tired.

2. Classes of substances and their properties. It is not only impossible, but unnecessary to know about each substance or material with which we come into daily contact. A little knowledge of how substances can be grouped into different classes according to their properties can be extremely helpful both at work and at home. For example, if students know that water solutions are generally good

conductors of electricity, they will tend to be more careful when handling water with dissolved impurities (such as tap water) around electrical wiring or fixtures. Some common classes of substances are: Metals and nonmetals; solids, liquids, and gases; flammable and nonflammable materials; elements, compounds, and mixtures; and conductors and insulators.

3. Energy, work, and power. Energy has many forms and can be changed from one form to another. How these changes can be made is very useful knowledge. To understand how energy is used in machinery also requires a knowledge of the scientific meanings of work and power. For example, students knowing something about the relationship between work and power will be less likely to overload and burn out motors on a job.

4. Forms and relationships of living things. The many thousands of different kinds of living things, plants and animals, can be grouped into relatively few classes. Knowing something about a few of these classes and their characteristics can be very helpful in understanding our own place among the living things on earth. This knowledge can be especially useful to those who raise gardens or spend much time out-of-doors. For example, knowing how certain insects breed and grow helps in doing a better job of controlling disease-carrying insects around the home.

5. Earth, space, and the universe. All people live on the limited surface of the earth. This surface is continually changing as a result of forces below the surface, weather, flowing water, temperature changes, and the actions of man. Because this is man's home in space, every man has a direct interest in what happens to the earth. But, with the exploration of space, man also has developed a direct interest in the universe. People now want to know something about the structure and forces within the earth, causes of change in the earth's surface, the earth as one of the planets in the solar system, and about other objects in the universe. And once they understand how exposed soil or clay on a hillside quickly erodes away, they will likely be more eager to start grass growing or otherwise covering steep banks which have been cut during construction work. They will also have a much better understanding of public projects designed to conserve soil, protect water supplies, and prevent floods.

6. Universality of scientific principles. Basic scientific principles apply anywhere on earth and even throughout the known universe. Students who have developed a real understanding of some principle will be able to use this knowledge in a wide variety of situations. For example, once they have learned something about

momentum, they will be able to apply the knowledge to such things as automobile driving, use of carpenters' tools, operation of industrial machinery, and use of certain kinds of sports equipment.

Important Science Terms with Which Students Should Become Familiar

acceleration
analysis
assumption
atom
atomic nucleus
bacteria
cause-effect
cell
classify (classification)
compound
conductor
convection current
crystal
dimension
disease
electric-charge
electricity
electron
element
energy
engineering
experiment
fluid
force
friction
galaxy
gas
gravity
heat
heredity
hypothesis
immune (immunity, immunize)
inertia
infection
insulator
light
light-year
liquid
machine
magnetism
mass
matter
measurement
metal
microscope
mixture
molecule
momentum
nonmetal
orbit
organ (part of a living thing)
organism
planet
power
precipitation
pressure
radiation
reflection
refraction
satellite
science
solid
soluble
solvent
star
synthesis
technology
telescope
temperature
test
theory
universe
velocity
virus
wave
weight
work

GUIDE TO SOCIAL STUDIES

Social studies related to the reading and writing content of the units may include:

1. Civics

   a. Community

      Registration and voting
      Local departments and services (police, fire, sanitation, street maintenance, others)
      Local civic organizations (PTA, League of Women Voters, neighborhood improvement groups)
      City government
      City laws and courts
      Local school systems (facilities for youth and adults)
      Community services (child care centers, day camp programs, youth and adult community center programs, consumer counsel groups, others)
      City taxes

   b. State

      Government structure and operation (broad concepts)
      State laws (minimum wages and hours, marriage and divorce, compulsory education, voting qualifications)
      State services (roads and highways, health, welfare, education, employment offices)
      State taxes

   c. Federal

      Role of President, Presidential Cabinet, Congress, Supreme Court
      Social Security
      Federal minimum wage laws
      Taxation

2. American History

   Christopher Columbus: the discovery of America
   The Pilgrims: religious freedom
   Benjamin Franklin: the Colonial period
   Thomas Jefferson: the Declaration of Independence

George Washington: the American Revolution
The Bill of Rights: the United States Constitution (broad concepts)
The Pioneers: the move to the West (Boone, Lewis and Clark, the Louisiana Purchase, Astor, Fremont)
Andrew Jackson: Jacksonian democracy
Abraham Lincoln: the War between the States; the Emancipation Proclamation
Theodore Roosevelt: the Conservation movement
Woodrow Wilson: World War I; the League of Nations
Franklin Delano Roosevelt: Social legislation; World War II; the United Nations
The Postwar Years: Truman; Eisenhower; Korea; the cold war; emerging nations
John F. Kennedy and Lyndon B. Johnson: the Peace Corps; the National Aeronautics and Space Administration; the Office of Economic Opportunity

3. Geography

Community and State
United States and neighbors
Other countries as part of the global community
Geography as a physical, economic, and cultural force (determining occupations, habits, outlooks, economic levels, population distributions of areas, regions, countries, continents)

4. Development of an Industrialized Nation

Invention and inventors:
Fulton
Whitney
Howe
Edison
Ford
Marconi
Wright Brothers

The new automation
Growth and role of unions
Government as an employer

5. Contributions of Minority Groups to American Science and Culture

Albert Einstein
Arturo Toscanini
George Washington Carver
Frederick Douglass (orator, writer, abolitionist, statesman)
Phyllis Wheatley (poet, born a slave)
others

6. Consumer Education

Protective agencies: Better Business Bureau, Consumer Frauds Division of the Attorney General's office

7. Civil Rights Agencies: NAACP, SCAD, CORE, Anti-Defamation League

USING INSTRUCTIONAL AIDS[1/]

Audiovisual materials and other instructional aids are used in education to help communicate information and ideas, to stimulate desirable attitudes and appreciation, to expand interests, and to convert potential skills into real ones. To do this they must be technically and educationally sound, sufficiently vivid to interest adults, and intimately related in content to the life of the community.

Teaching adult basic education classes demands the use of a wide variety of instructional materials, including such traditional classroom items as the chalk blackboard, bulletin board, motion picture films, recorded tape, filmstrips, and such newer media as television and the teaching machine. Other instructional aids, new and old, include maps, charts, posters, models, specimens, realia, mock-ups, slides, sound recordings, and field trips. In all, over 40 different types of instructional aids have been used successfully in adult basic education programs.

The Chalkboard

Foremost among the aids to instruction with adults is the blackboard, or chalkboard, one of the most generally useful, flexible, and adaptable teaching aids. A distinctive advantage of the chalkboard as a teaching aid is that it permits the student to see the lesson being developed graphically, and this in turn heightens his sense of participation. Teachers should experiment in order to develop skill in using the blackboard, e.g., in the organization of instruction for blackboard presentation, in handwriting and lettering, and in diagramming and drawing.

Suitable blackboards may be constructed by painting smooth-surfaced materials such as plywood, Masonite, pressboard, slate-rock, or similar materials with several coats of chalkboard or blackboard slating. This paint is generally available at school supply houses and at many hardware stores.

[1/] Excerpted from Audiovisual Materials and Media by Samuel A. Madden, Director, Division of Field Services, Virginia State College (unpublished manuscript).

The Bulletin Board

Another important teaching aid in programs of adult instruction is the bulletin board, a device that can be particularly effective if the teacher constantly changes information on it to reflect activities of the class, the community, and the world. It provides a display area for teaching charts, diagrams, posters, pictures, flashcards, class themes, etc. The importance of displaying items that show class and individual accomplishments cannot be overemphasized.

Bulletin boards or easels are most effectively located at the front of the classroom. A large table nearby for displaying models and other teaching materials and realia makes an effective adjunct to the bulletin board.

Although cork is recommended for the bulletin board, any similar wall-building material will do. The material needs only to be cut to the desired size and mounted on the wall. A frame may be added to improve its appearance. The material need not be painted, as it is already in an acceptable neutral coloring.

Flash cards

Flashcards prepared by the teacher provide learning exercises to visualize instruction in reading, arithmetic, and handwriting. Reading flashcards may be used to provide familiarity with new words, either before they appear in text or else as they are introduced. A flashcard might carry on one side a word taken from the text and a picture to illustrate it, and on the reverse side, the word without the picture. By associating the word with the picture, the class can recognize the word quickly. Flashcards for number identification, counting exercises, and problem solution are useful in teaching arithmetic also.

Flashcards can be constructed with tagboard, cardboard, or similar materials. Crayons, India ink, showcard inks, the modern brush pen, the felt pen, and large wax marking crayons are suitable for lettering. Cards for word and picture applications generally should be larger than others.

Charts

Reading charts based on experiences of members of the class make valuable beginning themes in oral and written expression, and may provide also the variety of reading necessary for progress in reading comprehension. Such charts, prepared by the teacher and utilizing the vocabulary and speech patterns of the group, are effective means of group instruction. They can often be developed in the presence of the class, with class participation. Some of the commonly used forms of written communication that make effective class themes are the informal note, friendly letter, business letter, addressed envelope, addressed package, telegram, post office money order, application blank, bank deposit slip and check, and the like.

Enlarged replicas of commonly used blanks that the adult student may have occasion to fill out; punctuation, capitalization, abbreviations, difficult spellings, and handwriting models; visualizations of forms, such as the family budget, family inventory, and family records of births and marriages, also make useful reading charts.

Flip charts and posters are useful to visualize social, civic, and economic lessons, such as the organization of local, State, and Federal governments, the organization of the United Nations, and the making of State laws. They should be prepared and organized in series, and should present in logical sequence the relationship of each new item to the items that preceded it. In the interest of clarity only major aspects of the material to be presented should go on the charts. The teacher should keep the following questions in mind: What parts of this lesson are important enough to emphasize by putting on a chart? What minimum of diagrams, illustrations, or special presentations of information will convey the essential points of this lesson?

Charts and posters are usually made on sheets of oak tag, approximately 22" x 28" or 28" x 32"; on chart paper, which may be purchased in large tablets; or on news or wrapping paper. The felt pen, large wax crayons, colored blackboard crayons, lecturer's crayons, showcard paint, or brush and ink may be used to do the lettering and to make simple line illustrations. Charts and posters are easiest to handle when displayed on an easel in front of the room. They should be kept for future study and review.

Maps and Pictures

Maps for class study of the county, city, and State may be secured, usually free, from the local Chamber of Commerce, county courthouse, State highway departments, and local gasoline stations. From time to time, national magazines and newspapers publish beautiful maps dealing with special national and international concerns and other problems of interest to the adult student.

Among the most easily accessible picture sources are the picture magazines printed in color on coated paper, which makes the pictures stand up under handling, mounting, and school use. For best results, the pictures should be mounted and cataloged under subject headings useful for classroom instruction. Oak, manila, or white tag, or buff or white cardboard make suitable mountings. Pictures should be mounted (one picture per mount) on the same size mounts regardless of the picture size.

Maps and pictures should be used only when they enrich a specific lesson and should never remain on display beyond their usefulness. They can be cataloged and filed for future use. Good quality pictures and mountings can be folded.

Realia

Real objects, or realia, are most effective in teaching adults, who are not as interested in make-believe as children are. In teaching arithmetic, for example, even though undereducated adults may not be able to write numbers or money symbols, they usually have practical knowledge about counting and handling money. To teach them these symbols and figures effectively and most rapidly, therefore, the teacher should use real money if possible. Grocery lists, sale announcements, handbills, newspaper advertisements, large calendar pages, timetables, charts, baseball box scores, market quotations, and the ruler, yardstick, scales, thermometer, barometer, and other measuring devices are useful in teaching beginning arithmetic to adults. Similarly, real application blanks, real help-wanted columns, etc., should be used, if possible, in teaching communication skills.

Field Trips

Some of the most profitable visual experiences for an adult class are field trips to demonstrations and exhibits, museums, art galleries, and points of interest in the community, such as the courthouse, water purification plant, factories, and historical shrines. The travel experience should be planned by all members of the class, and should be undertaken when convenient for most of the members. Short trips, particularly to points in and near the community, are often easiest to arrange, and they provide the class with much-needed local information.

Filmstrips and Slides

The 35 mm. filmstrip, the 2" x 2" slide, and the 3-1/4" x 4" slide are among the most useful projection materials. They project photographs or other graphic representations in color or in black and white, and are admirably suited to group instruction. The pictures are still and may be studied for indefinite periods. Filmstrips and slides may be inexpensively produced, and may include all types of instruction from reading exercises through thought-provoking discussion material. The projection equipment is easy to operate and inexpensive. The materials themselves are often free, and they can be used with great flexibility.

Films

The instructional film has unlimited promise for adult basic education classes. The experience of an adult education teacher in Virginia, based upon years of study and use of the educational motion picture in adult education in the rural and urban centers of Virginia, is worth repeating here:

> The potentialities of the movie in a program of adult education which has for its purposes better living in better communities are unlimited. The film can bring the necessary inspiration, can furnish information and teach skills with attitudes, and ways of doing in more backward areas. It can broaden horizons and increase understanding - doing in a short time through visual means what years of travel and wide reading might accomplish. But it can do all this only if movies are carefully planned for the purpose as the best textbooks have been. 1/

1/ Jean Ogden and Jesse Ogden, These Things We Tried, Charlottesville, University of Virginia Press, 1947, p. 290.

The teacher of adults should know how to locate and select films and how to use them in the classroom. A screen is necessary for projection of filmstrips, slides, or motion pictures.

There are films on, or related to, nearly every subject under the sun. Many are free; however, those most useful to instruction must be rented, purchased, or produced. They are usually rented because they are too expensive to purchase, except for use in a cooperative film-use plan. Films for a very specific teaching situation may need to be produced. U.S. Government Films for Public Educational Use, 1963, published by the U.S. Office of Education in 1964, provides the most complete list of films currently available for rent or sale, together with films available for free loan.

Audio Materials

Audio materials lend themselves unusually well to use in adult education. A rich array of listening material is available for use through radio programs, phonograph records, and prerecorded tape materials. The quality and value of the learning experiences provided through these media are determined largely by the ways in which they are used. The essential steps are development of the students' readiness to listen, the listening experience itself, and the subsequent discussion with appropriate follow-up, which relates the audio material to the needs of the class.

Television

For adult basic education, television is one of the most significant technological developments since the invention of printing. Television has already made such an impact upon the minds of our citizens and shown such promise as an educational tool that fundamental and literacy educators must face the question: What can this medium mean for the extension and improvement of fundamental and literacy education?

Within the past five years a few significant experiments have been conducted in television to instruct adult illiterates. These experiments have used a variety of production practices. The variety is suggested by the following items: (1) The studio teacher brings the adult class with him to the studio and proceeds to teach them on a "live" program, which is commercially broadcast. (2) The studio teacher teaches a class or classes, already organized outside the studio into listening and viewing groups; a teacher or monitor is present to assist the viewers. A typical presentation would be rather complex, involving a television teacher, two cameramen, an audio man, a video control man, a "floor man" to assist the teacher with the audiovisual materials, and a production director, who supervises the entire literacy lesson while the program is on the air. In some of the experiments the television lesson was transmitted directly to the adults at the time of its presentation. In other experiments the television lesson was recorded on video tape for delayed or repeated use.

Adult basic education teachers have the responsibility of accepting, and learning how to use, audiovisual teaching materials as tools of their profession; they should also acquire both technical and professional competence in the creation, adaptation, and utilization of new teaching aids and educational materials.

SOME BASIC PRINCIPLES AND PROBLEMS OF TESTING AND EVALUATION

Testing and evaluation are important parts of a teacher's art. Basically, teaching is concerned with changing behavior -- helping people to do, think, feel, and say things differently and more skillfully than before. It is important for a teacher to judge his success in teaching these things so that successful practices can be maintained and unsuccessful practices can be changed. This is all that is meant by evaluation -- judging the success of teaching by determining whether or not students have learned.

In addition to its role in evaluation, testing can provide a teacher with information that will make teaching more successful and easily managed. The following basic functions of tests will be discussed, with comments on some of the pitfalls of test use and interpretation:

1. Screening and selection of students for particular courses of instruction

2. Placement of students in a curriculum

3. Diagnosis of learning and teaching problems

4. Maintaining "quality control"; insuring that students have learned what it is assumed they have learned.

Specific tests will be recommended, and suggestions offered on how and when to use them. Each test will be numbered to coincide with the listing at the end of the discussion, where the publisher and information for ordering are given.

1. Screening and Selection of Students for Particular Courses of Instruction

Generally speaking, not all students can profit from a particular course of instruction. This situation is intensified with adults, for they have had many years of varied living experiences. Some students will already know what is to be offered. A man who reads on the sixth-grade level will not profit from a basic literacy course; some students may lack the knowledge on which to build -- without basic arithmetic a student could not profit from a course in bookkeeping; and some students may be handicapped by personal problems or outside circumstances that make it difficult to concentrate adequate time or energy on learning. It is important that such students not suffer the frustration and loss of time from attempting studies that will lead nowhere. In such cases tests and other means of evaluation help save the teacher's and the students' time.

Intelligence Tests as Screening Instruments

The most widely used screening devices are the various forms of intelligence tests. Although the average IQ score for the U. S. population is around 100, individuals with IQ scores as low as 75 to 80 are usually admitted to regular school classes. Some of these individuals do very well. One should probably be very lenient in admitting prospective adults with low IQ scores into literacy classes because their low scores may not mean that they cannot learn very well. Many individuals do poorly on intelligence tests because they do not understand the instructions, cannot read, are anxious or upset, or have never had an opportunity to learn the things that are being tested. For these persons, intelligence test scores should be interpreted with caution, and care should be exercised in selection and use.

In selecting an IQ test many factors should be considered. Is it simple and convenient to administer? Are instructions and procedures clear to the student? Will the test be fair to those disadvantaged individuals who are not likely to have learned standard English or may not be familiar with many of the questions? Must the test be administered to individual students, or can it be given to groups? Is the test primarily on words and ideas, or are there mathematical, spatial, and other factors involved? In general, vocabulary tests probably do the best job of predicting whether a student can profit from instruction.

The following intelligence tests should be good choices:[1]

a. *The Ammons Quick Test* (1) A picture vocabulary test in which students respond by pointing at the picture of the object named by the test giver. It does not require that the person being tested speak, read, or write, and can be administered individually in less than 10 minutes.

b. *The Peabody Picture Vocabulary Test* (2) A similar vocabulary test. Like the Ammons Quick Test, it is simple to administer in the course of an interview.

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[1] Numbers in parentheses following test names or abbreviations refer to listing in "References" at end of this section.

c. Nonverbal group tests that would be suitable are the *PTI-Oral Directions Test* (3); the *Revised Beta Examination* (4); the *Pintner General Ability Tests: Non-language Series* (5); and the *Cattell Culture Fair Intelligence Tests* (6). The last-named two tests take relatively long to administer. There are many good, well-known verbal intelligence tests on the market, but since they tend to penalize the poor reader, they should not be used as screening tests for beginning adult literacy courses.

Using Achievement Tests for Screening and Selection

Achievement tests provide a way of screening out individuals who already know the content of the course, if administered at the beginning of a course to those individuals who it is suspected may be too advanced. If an individual passes a suitable achievement test before taking the course, he should be directed to a more advanced class. Achievement screening can best be accomplished by using examinations designed for the specific course of instruction; but standardized achievement tests, available for purchase from publishers, will serve the same purpose, especially in the areas of communications and mathematics. The best basis for choosing among them is a detailed examination of what they cover. Other factors to look for are relatively short administration time, illustrations and directions that are not too child-oriented, and questions at the appropriate level of difficulty.

A great many standardized achievement tests are available in "batteries" that include reading, arithmetic, spelling, usage, science, study skills, etc. In most cases, the tests covering reading and mathematics, and possibly spelling and language usage, should be used. The sections on social studies, science, etc., should be used only if they are pertinent to what is being taught in these areas. Among the most useful reading tests for this purpose are: The *Gates Reading Survey* (7), the *McCall-Crabbs Standard Test Lessons in Reading* (8), and the reading sections of the *Stanford* (9), *Iowa* (10), *SRA* (11), *California* (12), and *STEP* (13) achievement batteries. The "Intermediate" versions of these tests cover about the fourth- to seventh-grade levels, and so would be appropriate for most of the students in adult basic education classes. Among the best mathematics tests are the *Diagnostic Tests and Self-Helps in Arithmetic* (14), the Bobbs-Merrill *Arithmetic Achievement Tests* (15), and the arithmetic sections of the previously mentioned batteries of achievement tests (10, 11, 12, 13).

2. Placement of Students in a Curriculum

Once it has been decided that students belong in a particular course of instruction there still remains the problem of how to handle the individual differences in preparation and ability existing among them. This problem is especially severe in basic education classes where the individuals come from different backgrounds. In the typical fourth-grade public school classroom a few students will read at anywhere from the second-grade level to above the eighth-grade level. In an adult basic education class the range will go to below the fourth-grade level in some areas. When faced with such a diverse group of individuals, the teacher needs to know in a hurry what to give each student to read -- if he can read at all -- and what form of instruction to give those who cannot read independently. Similar problems exist in the areas of mathematics and language skills. The obvious solution is the use of diagnostic placement tests in reading and arithmetic that give the teacher detailed information about a student's knowledge.

In reading instruction there are two basic placement problems. For those students who can read to some extent, it is useful to know at what level they read so that suitable reading matter can be provided; for students who are not yet independent readers, more detailed information on their knowledge of phonics, vocabulary, context cues, etc., is useful to the teacher.

The first type of information can be obtained from the score on a standardized reading test such as those mentioned previously. Of these tests, the *Gates* (7) and the *McCall-Crabbs* (8) are probably the most convenient. Of all the reading tests the *McCall-Crabbs Standard Test Lessons in Reading* will be most useful. It is especially easy to administer, and serves not only as a testing instrument but also as a teaching tool.

Detailed, diagnostic information on students who are not yet independent readers can be obtained from various tests, but there are several difficulties to look out for. The content of some tests is quite childish, and so perhaps offensive to an adult, and some of the tests require individual administration, a time-consuming process. All other factors being equal, a diagnostic test for detailed information should be chosen on the basis of whether or not the types of reading skills it taps are relevant to the way reading is to be taught in the course. Among the tests most suitable for adults are the *Doren Diagnostic Reading Test of Word Recognition Skills* (16), the *Gilmore Oral Reading Test* (17), the *Gray Oral Reading Tests* (18), and the *Durrell Analysis of Reading Difficulty* (19).

While achievement tests have been discussed here as screening instruments to provide information on the starting level of students, they can also be used, of course, to test achievement, for diagnostic placement purposes, to test one's teaching, and to test the students' learning at the end of the course. They will be mentioned later in some of these contexts.

A sample simplified plan for screening prospective students for adult basic reading classes is provided in Appendix E.

Prerequisite Testing

Testing prerequisite knowledge provides a way of screening out individuals who do not have the necessary skills to profit from instruction in specific areas. IQ tests measure this sort of thing in a general way, but here we are talking about the very specific prerequisites necessary to specific areas of instruction. For example, if it is assumed that all students know the alphabet but some do not, those without this knowledge will not be successful in the course unless special provisions are made for them. Preparing prerequisite tests is usually up to the teacher, since very few textbooks, self-instruction programs, and other instructional materials provide them. Although many good teachers make successful informal judgments of student readiness, there is much to be gained from devising checklists and tests of prerequisites.

Other Forms of Screening Information

Screening out students on the basis of nonacademic, personal information is a tricky business, especially since many of the individuals with the most unfortunate personal backgrounds are just those for whom it is most appealing to provide help. However, a realistic look at the individual's chances of success in a class will save much frustration in the long run. Prospective students who seem unnecessarily agitated, emotional, or unpredictable should be interviewed with care to try to determine the causes of their disturbance. Some teachers seem to know instinctively what to do and say. Many do not. Cases that produce no reasonable explanations and cannot be dealt with by the teacher should be referred to a guidance counselor or clinical psychologist. The following references will prove helpful, not only to assist with the problem of individual guidance, but also to improve classroom teaching.

a. Counseling and Interviewing Adult Students (20) is a brief but valuable pamphlet for those who want a quick but thorough and practical reference.

b. Textbooks on guidance such as Principles of Guidance (21) or Counseling: Readings in Theory and Practice (22) present a more complete viewpoint.

3. Diagnosis of Learning and Teaching Problems

No teaching system is perfect and unexpected accidents happen, especially when a teacher is faced with many students of diverse abilities. This means that a teacher must be constantly on the alert to spot a student's difficulties, and provide help before the difficulties snowball. The best teachers carry out continuous close observation of their students throughout a lesson, but the job becomes all but impossible with any but small groups. One solution is to use a tutorial system. Another solution is to use instructional materials with many built-in exercises that require the students to answer questions. Detailed diagnostic information can also be gathered through frequent use of short tests prepared by the teacher on small units of instruction designed to serve simply as sources of information for both student and teacher on progress and difficulties to date. By careful examination of a student's errors the teacher will be able to diagnose his weaknesses.

An important, but not universally recognized, part of frequent testing is its motivational effect. It is a well-established psychological principle that learning outcomes and student motivation are increased by providing a student information frequently and precisely about how well he is doing. This principle is utilized in programed instruction by asking a student to answer questions and immediately giving him the correct response for self-scoring. The same principle is used by many teachers when they have students score their own tests immediately after taking them.

4. Maintaining Quality Control

Overall effectiveness of an instructional program should be monitored by the use of achievement tests given before and after students have gone through their course of instruction to measure student change.

Over a period of time one can accumulate a record of the degree of success of various cycles through the instructional program. It may become possible to spot what students, in general, profit most from the program and what parts of the program are most successful. If certain classes or individuals show unusual deviation from what has come to be expected, remedial actions can be initiated. In other words, the use of achievement tests in education is very much like the use of quality control and inspection procedures in manufacturing. Such measures do not prevent an occasional lemon, but they do spot troubles before they become extreme.

Among the best tests to administer before and after a course of instruction in order to assess the success of the teaching are the standardized tests mentioned earlier in this section. Assuming that you have examined the possible tests and limited your choice to the ones that are not offensively childish and that most closely match your teaching objectives, you should pick the test that has been most widely used and thoroughly standardized on large groups of students. Tests that have been standardized on groups similar in training and background to your students warrant special attention. Another useful feature of some tests is the adjustment or allowance they make for a student's IQ score, so that students with relatively low IQ scores are not penalized by the test norms based upon students of average IQ.

Pitfalls in the Use and Interpretation of Tests

Some teachers, particuarly those who teach adults, object to the use of tests, maintaining that they waste time and upset the students. This may be so, but more than likely it is a result of improper use of the tests, not an inherent property of the tests. Student anxiety and dislike of tests is understandable when the tests are used for grading purposes. People do not like to be called failures or have their failures reported to others. This is particularly true in the case of adults taking basic education courses; they have already experienced too many failures. The solution is to concentrate on the information-giving aspects of testing rather than the grading. Under certain circumstances tests should not be given. An anxious or upset person being interviewed by a teacher will not perform at his best. The interviewer should attempt to put the student at ease by explaining what the test is for, minimizing its importance, and showing a warm, receptive attitude. If the individual to be tested is still anxious and upset, the testing should be put off until a later date.

Technical problems in the interpretation of tests do exist. Most of the problems are taken up in the manuals that come with any good test and should be read carefully. They generally contain useful suggestions for administering and using the tests, as well as directions for interpretation. The following are common problems:

a Misinterpretation of test scores. The "raw score," for example, is often misunderstood. It is the number of items correct and merely tells how much of the material on the test the student knows. It does not tell you how well a particular student has done in comparison with other students. This sort of information is given by grade equivalent scores, percentiles, and other special scores that the manual coming with the test will explain.

b. Lack of caution in interpreting intelligence test scores. A low score does not always indicate low mentality. It may be due to a poor testing situation, misunderstood instructions, or the inability to read. An IQ below the average of 100 does not necessarily indicate a "dumb" person who will not profit from instruction, but perhaps an individual who will require more time and intensive teaching than someone with a higher IQ score.

c. Undue reliance on numerical rating. A test measures achievement, intelligence, etc., only with a certain degree of precision. For example, it is likely that the true IQ score of an individual who comes up with a tested score of 100 lies somewhere in the range of 90 to 110. Using a test with no greater precision than this, it makes little sense to say that one person with an IQ score of 95 is less intelligent than another with a score of 103.

To summarize, the common pitfalls of testing can be avoided or minimized if the testing conditions are convenient, comfortable, and not anxiety-provoking, and if the teacher's interpretation of test results is based upon an understanding of the test manual that accompanies the test being used.

References - Listed in the order referred to in the discussion.

(1) The Ammons Quick Test. Psychological Test Specialists, Box 1441, Missoula, Mont.

(2) Peabody Picture Vocabulary Test. American Guidance Service, Inc., 720 Washington Ave., SE., Minneapolis, Minn.

(3) PTI-Oral Directions Test. The Psychological Corporation, 304 East 45th St., New York, N.Y. 10017.

(4) Revised Beta Examination. The Psychological Corporation, See (3).

(5) Pintner General Ability Tests: Non-language Series. Harcourt, Brace, and World, 757 Third Ave., New York, N.Y.

(6) Cattell Culture Fair Intelligence Tests. Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Ill.

(7) Gates Reading Survey. The Psychological Corporation. See (3).

(8) McCall-Crabbs Standard Test Lessons in Reading. Bureau of Publications, Teachers College, Columbia University, New York, N.Y.

(9) Stanford Achievement Test. The Psychological Corporation. See (3).

(10) Iowa Tests of Basic Skills. Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107.

(11) Science Research Associates Achievement Series. Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611.

(12) California Achievement Tests. California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940.

(13) Sequential Tests of Educational Progress. Cooperative Test Division, Educational Testing Service, Princeton, N.J.

(14) Diagnostic Tests and Self-Helps in Arithmetic. California Test Bureau. See (12).

(15) *Arithmetic Achievement Tests*. The Bobbs-Merrill Co., 1720 East 28th St., Indianapolis, Ind.

(16) *The Doren Diagnostic Test of Word Recognition Skills*. Educational Test Bureau, 720 Washington Ave., SE, Minneapolis, Minn.

(17) *Gilmore Oral Reading Test*. The Psychological Corporation. See (3).

(18) *Gray Oral Reading Tests*. The Psychological Corporation. See (3).

(19) *Durrell Analysis of Reading Difficulty*. The Psychological Corporation. See (3).

(20) *Counseling and Interviewing Adult Students*. The National Association of Public School Adult Educators, 1201 16th St., NW., Washington, D.C.

(21) Jones, Arthur J. *Principles of Guidance*. 5th ed. New York: McGraw-Hill Book Co. 1963.

(22) McGowan, John F. and Schmidt, Lyle D. *Counseling: Readings in Theory and Practice*. New York: Holt, Rinehart, and Winston. 1962.

APPENDIXES

Appendix A

EVALUATING INSTRUCTIONAL MATERIALS

Books, motion pictures, programed instruction, and other kinds of instructional material are necessary tools of teaching. A teacher faces the task of selecting from the available materials the ones best suited to his purposes and most likely to help his students learn. But the buyer should beware. Fast-talking salesmen and attractive packaging may sway a teacher from the careful consideration that is necessary. What looks good at first glance may be the old in a new dress, or a passing educational fad.

It would be desirable if the teacher could select from among materials that have already proved themselves, or could perform his own teaching experiments with alternative sets of materials. With the large selection available and the limitations of time it is impossible to do either. Good teachers probably do informally evaluate textbooks and training aids, selected on the basis of casual examination --reading selected parts, leafing through, asking other users, reading the publisher's information brochure--but all of these procedures leave unanswered some of the questions that should be asked in evaluating teaching materials.

The Form for Rating Teaching Materials

The Form for Rating Teaching Materials, Figure 1, and the readability measuring procedures described below are designed to help with this task, by examination rather than by actual trial. It is a convenient way of summarizing important information on teaching materials and reminding the teacher of some of the things he should look for in evaluating materials.

For use, copies of the form can be duplicated so that each set of teaching material can be evaluated on a separate sheet. On the form, items 1-11 refer to information generally available from the publisher or from brief examination of the materials. Item 12, rated grade level, will be discussed below under the heading, "Readability." The value of items 13-25 depends upon the good judgment of the person examining the materials - probably you, the teacher.

Most of the items require no explanation except no. 19, entry level. If materials begin by going over much ground the student knows well, the entry level is too low, even if the materials eventually get around to things the student doesn't know. Too high an entry level means that the materials would be over a student's head from the start. Satisfactory entry level means that the materials start out with what the student knows and proceed to build on this knowledge.

Figure 1. Form for Rating Teaching Materials

1. Subject matter area: reading arithmetic spelling science
   social studies occupational
   other (specify) ______________________

2. Form: book magazine programed instruction film recording
   other ______________________

3. Author: ______________________

4. Title: ______________________

5. Publisher: ______________________

6. Address: ______________________

7. Number of pages: ______ 8. Price: ______ 9. Date ______

10. Target group: adult adult literacy high school junior high school
    elementary other ______________________

11. Publisher's stated grade level: 1 2 3 4 5 6 7 8 9 9+

12. Rated grade level: 1 2 3 4 5 6 7 8 9 9+

13. Basis: estimate/measured

14. General tone: condescending childish neutral adult

15. Interest level: high moderate low

16. Content orientation: academic practical occupational

17. Content accuracy: poor satisfactory good

18. Content coverage: poor satisfactory good

19. Entry level: too low satisfactory too high

20. Student exercises: yes no 21. Tests available: yes no

22. Appearance: satisfactory not satisfactory

23. Durability: high low

24. Recommendation: reject adopt for - basic material
    supplementary reference

25. Commentary (suggested uses; limitations; special strengths or weaknesses; possibilities for special adaptations; reasons for rejection and/or acceptance):

Hints for Use of the Rating Form

1. Users should feel free to add other rating items for special purposes. For example, ease of use; amount of special teacher training required; amount of classroom time required; etc.

2. Not all items on the Rating Form are of equal importance. For example, item 18, content coverage, is more important than whether or not tests are provided (item 21); a set of materials that met all requirements but durability (item 23) would be a better choice than materials that met all requirements but interest level (item 15). Since the different items are of different importance, materials should not be selected by adding up the total number of favorable items, but by item-by-item comparison.

3. The Rating Form will not be as useful in making "absolute" judgments of the quality of materials as in making comparisons between several possible choices. In selecting materials, a good procedure is to gather together all of the potential materials and compare them with each other, side by side, within a short period of time. If one set of materials is examined one week and another set weeks later, standards of judgment may have changed in a way that will unfairly bias your choice. (Chances are that as you go along you will be tougher on new materials.)

4. Since human judgment is used in applying items of the Rating Form, more than one person should examine and evaluate each set of materials. There is likely to be some disagreement between raters. Having several persons rate each set of materials brings these disagreements out into the open where they can be discussed, so that a final decision on what materials to use can profit from the wisdom of several people.

Readability

Readable materials are easy to read and understand, and are generally more interesting than "unreadable" materials. It is important that materials selected to be read by individuals of particular educational levels be readable. Hints on the preparation of readable materials can be found in Appendix B. Here we are concerned with ways of judging the readability of published materials.

Almost anyone can pick up a written piece, look it over, and decide whether it is easier or more difficult than another piece. However, this judgment is colored by one's own background and education, and it is doubtful how accurately such judgments can guess the difficulty for another reader. It is much more difficult to pick up a single piece of writing and decide whether it is suitable for the second-, fourth-, or seventh-grade level without having something of known level with which to compare it. It is to solve the problem of making this sort of judgment that various readability measures have been developed. In the next few pages, you will be given two procedures for measuring readability, one that is quicker and less accurate, the other slower and more accurate. You should be sure to read the cautions and suggestions for interpreting readability scores, given below.

What a readability score means. A convenient form of readability score is stated in terms of grade levels. For such a system, a readability score of 4.0 would mean that the materials are suitable, roughly, for individuals with a fourth-grade level education. For the readability measures described here, the 4.0 score means that an average fourth-grader could answer 75 percent of the questions you might ask him after he had read the materials. If you expected the same student to understand more of what he read you would use more readable materials, say on the third-grade level. Another way of describing what the score means is to give examples of the sort of literature that typically has a certain readability score. For example, pulp fiction magazines have a typical readability score of 4.0 to about 4.5 grade level. (The score does not tell you how desirable, interesting, or literary a piece is -- just because pulp fiction is readable does not mean that it should be used.)

Cautions and suggestions on the use of readability scores. A readability score is relatively inaccurate. Chances are high that the true readability of a piece will lie somewhere within half a grade level of the measured grade level. That is, if you measure the readability of something and it comes out 5.0, you are fairly safe in assuming that the actual readability is somewhere between 4.5 and 5.5. This is accurate enough for most purposes. In practice, you assume that the readability is as you have measured it, and find out from actual use whether or not this is the case

If you want your students to have relatively easy materials that they might choose to read on their own for entertainment, the readability score should be at least one grade level *below* your estimate of their educational level.

Readability scores tell you how readable something is on the average for the average person. Since you are always teaching individuals, you can expect to be off the mark to some degree in selecting materials for some of your students. Usually, readability measures will help you meet the needs of your students, but you should always be on the alert to check whether some students have too easy or too difficult reading matter. To lessen the chances of giving a student material that is too difficult, a discouraging experience, it is advisable to start students on materials below their estimated educational level. If the materials prove too simple, more difficult reading matter can be tried.

Remember that a readability score tells you nothing more than approximately how well a reader will understand the material read. It does not judge interest, style, or other worth of the content.

Publishers' reading level designations. Teaching materials are usually published with grade level designations. In the case of reading matter, the grade levels are probably assigned on the basis of readability measurements made by the publisher, although most publishers do not give the source of their gradings.

How accurate are publishers' reading level designations? In a recent study it was found that about 50 percent of 200 children's books were accurately graded. [1] The other 50 percent were off from one to four grades. In most cases, the books were more difficult than the publishers claimed. On the basis of this study, about 40 percent of the books you might select will be, on the average, two grade levels more difficult than stated by the publishers; 10 percent will be, on the average, one grade level easier.

The lesson is plain; if you feel that a book is harder than stated, you are likely to be right and should make the necessary adjustments in the use of the book. When in doubt, apply a readability measure of your own, if possible.

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[1] Robert E. Mills and Jean R. Richardson, "What do Publishers Mean by 'Grade Level'?" The Reading Teacher. 1963. 16, pp. 359-362.

Two Readability Measures

The first of the two readability measures is relatively quick to apply but not very accurate. It can serve where time is at a premium and precision is not vital. The second of the measures is not the most accurate one available, but it is more than accurate enough for practical purposes and is quite simple to apply once the calculation routine has been mastered.

A quick readability measure. The quickest way to estimate readability is by reading the material yourself and guessing, to the best of your ability. If one or more pieces of reading matter of known readability are available you can compare the unknown piece with the known pieces and greatly improve the accuracy of your judgment. Such a comparison is the basis of the quick readability measure.

Reading matter of known readability is provided by the four Sample Graded Reading Selections, Figure 2. Selections II, III, and IV were published on three different readability levels. Selection I has been rewritten from Selection II to give an example of still easier material.

To estimate the readability of reading matter:

1. Familiarize yourself with the four sample selections by reading them over several times, noting the way in which the language becomes simpler in the more readable selections (those with lower grade levels).
2. Read the material to be graded. If it is short read it all; if it is long read several samples taken from the beginning, middle, and end.
3. As you read, try to judge which of the four selections it most closely resembles in vocabulary, structure, sentence length, and complexity.
4. Assign the material the grade level of the selection it most closely matches. If the material appears to be more difficult than the four selections, assign a grade level of 4.7+ or 3.1-.

Figure 2. Sample Graded Reading Selection[1]

Selection I

Readability = 3.1[2]

Bill Adams was asleep. He was dreaming of money. "I have all I want. How will I spend it?

"First I'll get that car. The one I saw on the car lot in town.

"Next I'll get new fishing things. Mine are old and tired.

"Then some new clothes. Clothes like the ones in the ads. Boy! I'll look great in some new clothes."

His dream went on. "Let's see. With all that dough, Jane and I can go out every night."

"Ring-aling" went the alarm clock. Bill woke up. His dream was gone. It was time to get up. It was time to get ready for work.

Selection II

Readability = 3.5[2]

Bill Adams was asleep and dreaming. "What would I do if I had all the money I wanted?" he dreamed.

"First, I'd get that car I saw in the car lot downtown.

"Second, I'd get some new fishing things. Mine are more than five years old.

"Third, I'd get some new clothes. Clothes like those I saw in the paper. Boy! I can just see how I'd look in some new clothes."

His dream went on. "Then let's see. With all that dough, Jane and I could go out every night in the week."

"Ring-aling-ling," went the alarm clock. Bill woke up from his dream. It was time to get up and get ready for work.

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[1] Selections II, III, and IV reproduced from H. R. Goldberg and W. T. Brumber, The Job Ahead. The New Rochester Occupational Reading Series. Chicago: Science Research Associates, 1963. Pages 3 and 4 of Volumes 1, 2, and 3 by permission of the publisher.

[2] Readability scores determined by the Powers and Ross revision of the Farr-Jenkins-Patterson readability formula described on page 187.

Figure 2. Sample Graded Reading Selection[1] - Continued

Selection III

Readability = 4.0[2]

Bill Adams often dreamed about having all the money he could spend. He dreamed about what he would do with it.

First he would buy a good used car. He had seen one in a used-car lot that he would like to have. "It needs a little fixing," he said to himself, "but I can do that myself."

Next he would buy some sport clothes. "Boy, would I like some sharp sport clothes," he would think as he looked at the store ads in the newspaper. "Just like the ones in this ad." He wanted slacks, shoes, socks, sport shirts, and a sport jacket.

Then he would buy some new fishing things. He liked to fish, and his things were more than five years old. "If I had a new fishing reel and some flies, I'd be able to get some big ones!" he would say to himself.

He would be able to take Jane out every night, too, if he had all the money he could spend.

Now Bill was asleep and dreaming about all the things he would get if he had lots of money. But the alarm clock rang; it was time to get up and get ready for work.

Selection IV

Readability = 4.7[2]

Ever since he could remember, Bill Adams had wanted to have lots of money. He would dream about what he would do if he had all the money he wanted. In his sleep he counted money instead of sheep.

Bill had a plan for spending all the money he dreamed about. First he would buy a car, a good used car. Every time he passed a used-car lot he would look around and say to himself, "Someday I'm going to buy a car. If it needs a little fixing, I'll do it myself on weekends."

Second, he would buy some sport clothes to go with his car - really sharp outfits. He had seen the kind he wanted in newspaper ads and in the store windows in the shopping plaza. He'd like a sport jacket, matching trousers, shiny loafers, plaid socks, and some sport shirts.

Third, he would buy some really good fishing tackle. He needed a new spinning reel and some flies and lures. Then he'd have a better chance to say, "Wow! What a big one!"

If he had lots of money, he could take Jane out every night too.

Bill was dreaming about what he would buy, when his alarm clock rang. It was time to get up, wash, shave, dress, eat breakfast, and get down to the job.

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[1], [2] See footnotes on opposite page.

5. Beware of being deceived by some of the features that do not contribute to readability but are often found in readable materials. Large type and attractive layout and illustrations often go with readability. Many readable pieces are printed in small type and without the decorative features found in children's books.

6. Do not place great faith in the accuracy of your results. Over a period of time you may be able to improve your estimates by checking them against the results of a more accurate readability measure (such as the one described below). But you should not be surprised if your estimates are off by as much as two grade levels.

A more accurate readability measure. With this readability measure you can feel more confident in providing students with materials they will be able to read. If you are building a library of suitable instructional materials, this measure will give you an accurate way of classifying the materials. The small increase in time required for application of this measure will be more than repaid by the ease with which you will be able to meet the reading needs of individual students.

The basis of this measure is a count of words, one-syllable words, and sentences. From these counts you compute the number of words per sentence and the percentage of one-syllable words. These figures are then found on a chart from which the proper readability score is read directly. Figure 3 is a Work Sheet that greatly simplifies the arithmetic and gives exact instructions for calculating the readability scores. Except for a few suggestions to be given below, this Work Sheet and the Chart for Calculating Readability, Figure 4, are all that you need.

Further suggestions for calculating readability are given below.

1. Before attempting to apply the measure to unknown materials you may wish to try it on Selection II, page 182. A sample calculation has been worked out for this selection, Figure 5.

2. Hyphenated words, like "ring-aling-ling" in Selection II, are counted as one word. Sentences that have question marks or exclamation marks prior to the terminal punctuation are counted as one sentence (see sentence two of Selection II). Sentences divided by semicolons are counted as two sentences (or more) if each of the sections could stand alone as a complete sentence.

3. Readability measurements for books or other long pieces should be based upon several samples of the text, taken from different portions.

4. If a number of readability measurements are to be made it will be convenient to duplicate copies of the Work Sheet.

Figure 3. Readability Calculation Work Sheet

Name of book ____

Author ____

Publisher ____

Carry out the following calculations in the order indicated:

(A) Number of words — Record the count here ________(A)
Count off about 100 words, stopping at the end of the first complete sentence after 100.

(B) Number of one-syllable words — Record the count here ________(B)
Count the number of one-syllable words contained in count (A).

(C) Number of sentences — Record the count here ________(C)
Count the number of sentences contained in count (A).

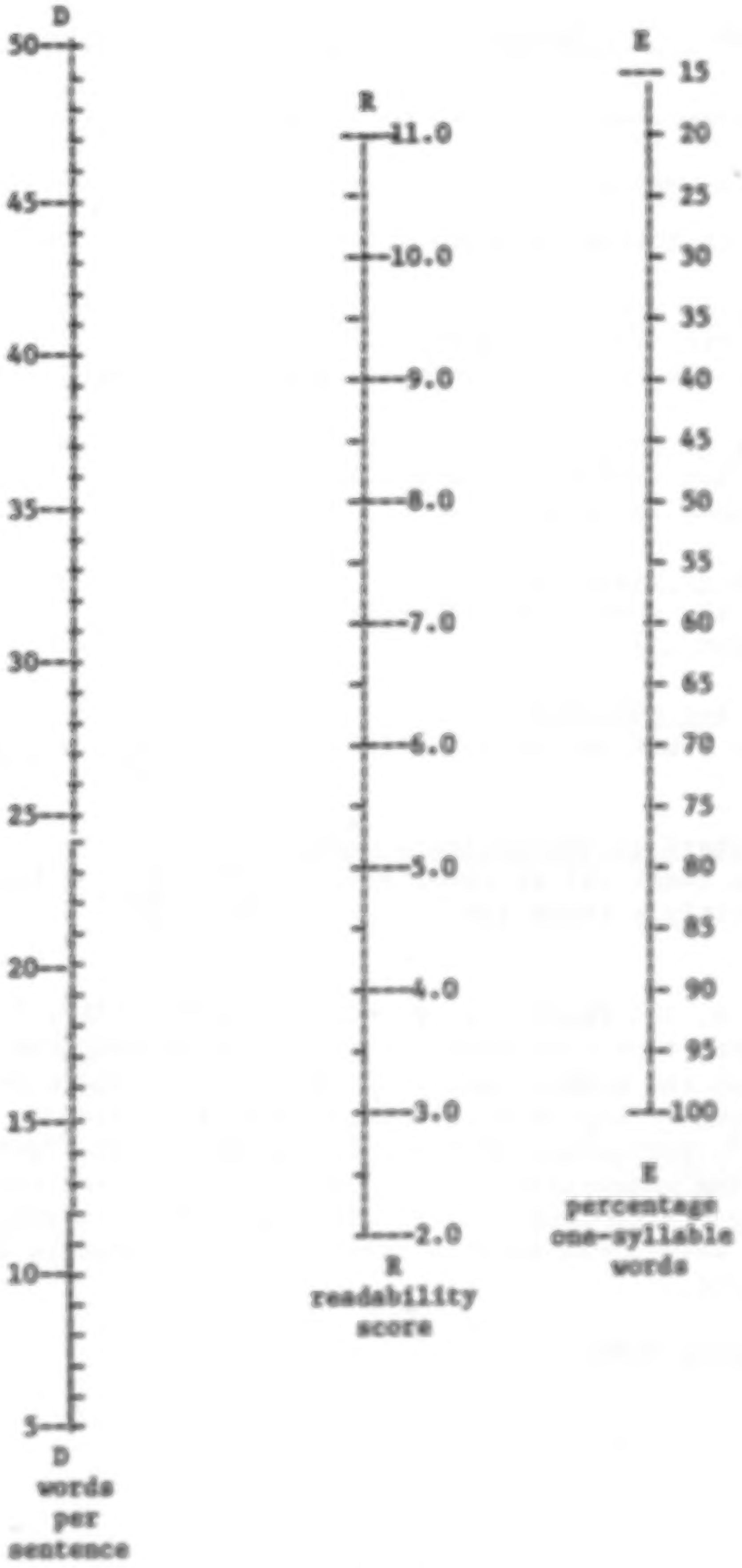
(D) Words per sentence
Divide count (A) by count (C). $\frac{(A)}{(C)}$ = ____________Result(D)

(E) Percentage of one-syllable words
Divide count (B) by count (A) and multiply times 100. $\frac{(B)}{(A)} \times 100 =$ ________ Result (E)

Use Figure 4, the Chart for Calculating Readability, to find the readability score that corresponds to the results computed in (D) and (E), above. Find the number entered as result (D), above on Column D, words per sentence, of Figure 4. Find the number entered as Result (E), above, on Column E, percentage of one-syllable words, of Figure 4. To find the corresponding readability score, lay a ruler across the chart from the number on D to the number on E. The readability score, stated in terms of a grade level, can be read where the ruler crosses Column R, readability score.

(R) Resulting readability ______________

Figure 4. Chart for Calculating Readability[1/]



Selection II
page 182

[1/] Adapted from Richard D. Powers and J. E. Ross, "New Diagrams for Calculating Readability Scores Rapidly," *Journalism Quarterly*, 1959, 36, 177-182. This chart is from page 180, and is based upon revised Farr-Jenkins-Patterson readability formula.

Figure 5. Sample Readability Calculation

Name of Book Selection II, "First Real Dough"

Author __________

Publisher __________

Carry out the following calculations in the order indicated.

(A) Number of words — Record the count here 116 (A)
Count off about 100 words, stopping at the end of the first complete sentence after 100.

(B) Number of one-syllable words — Record the count here 103 (B)
Count the number of one-syllable words contained in count (A).

(C) Number of sentences — Record the count here 14 (C)
Count the number of sentences contained in count (A).

(D) Words per sentence
Divide count (A) by count (C). $\frac{(A)\ 116}{(C)\ 14} = 8.3$ Result (D)

(E) Percentage of one-syllable words
Divide count (B) by count (A) and multiply times 100. $\frac{(B)\ 103}{(A)\ 116} \times 100 = 89$ Result (E)

Use Figure 4, the Chart for Calculating Readability, to find the readability score that corresponds to the results computed in (D) and (E), above. Find the number entered as Result (D), above on Column D, words per sentence, of Figure 4. Find the number entered as Result (E), above, on Column E, percentage of one-syllable words, of Figure 4. To find the corresponding readability score, lay a ruler across the chart from the number on D to the number on E. The readability score, stated in terms of a grade level, can be read where the ruler crosses Column R, readability score.

(R) Resulting readability 3.5

Appendix B

READABLE WRITING[1]

Readable writing is easy to read and understand. It may be interesting, have literary style, and attract many readers. It is vital in adult education programs but difficult to find; a teacher may have to prepare his own materials and rewrite less readable selections.

Although writing readably is an art acquired by experience, there are some principles to guide an author.

1. Know your audience.
2. Have a purpose.
3. Control vocabulary.
4. Control structure.
5. Generate interest.
6. Amplify and explain.
7. Edit.

These seven principles are discussed below.

1. *Know your audience*. Readable materials for a specific audience are not automatically readable for everyone. Readable stories for a fourth-grader may not be readable for an adult who comprehends fourth-grade language but is uninterested in the topic. Typical adult-interest materials cannot be read by an adult with similar interests but only fourth-grade reading skill. Know your readers' educational level, vocabulary, interests, occupational background, and so on.

2. *Have a purpose*. Materials written for entertainment, study, reference, or teaching purposes should be different. Repetition of new vocabulary is important if increased reading skill is the purpose. Explaining new terms is important in study materials. Narrative style has a different purpose from the "do this, do that" style of a "cookbook."

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[1] Based primarily on suggestions in: George R. Klare, *The Measurement of Readability*, Ames, Iowa: Iowa State University Press, 1963, p. 13-25; and Rudolf Flesch, *How to Test Readability*, New York: Harper, 1951.

3. Control vocabulary. Careful selection of vocabulary is one of the most important principles of readable writing. When a choice of words is possible:

    a. Use words that are learned early in life and refer to experiences that almost all mankind shares.

    b. Use short words with few syllables.

    c. Use common, not technical, words, unless the technical words cannot be avoided and are explained.

    d. Do not use words familiar primarily in speech, like "uh-huh" or "pshaw."

    e. Use the common meanings of words, like "the dogs bark," not uncommon meanings like "Don't bark your shin."

    f. Use concrete, definite nouns like "man," rather than abstract words like "human."

    g. Use personal pronouns such as "I," "you," "he," etc., where possible.

    All words cannot satisfy the above conditions, and for some purposes uncommon words should be introduced, as, for example, in teaching a mechanic the name and uses of a special type of tool. But, when uncommon words are introduced they should be explained or defined in common terms.

    For further help in vocabulary control, select words that appear on one of the well-known lists of common words. One of the most useful lists was compiled by Edgar Dale, available in the article listed below. 1/

4. Control structure. Use simple, short sentences rather than compound or complex constructions. Try to make the language "natural." Within these limits, sentence length and structure should be varied for emphasis and to lend interesting style.

1/ Edgar Dale and Jeanne S. Chall, "A Formula for Predicting Readability and Instructions," Educational Research Bulletin, 1948, 27, 37-54.

5. Generate interest. Use colorful language, humor, and vivid description. Limited vocabulary doesn't have to result in dull writing -- though it often does. Choose topics of interest to your audience, then keep them in suspense, give them puzzlers, and ask leading questions. Dramatize, and use characters and situations with which your readers can sympathize.

6. Amplify and explain. When new ideas or terms are introduced, explain in several different ways, using plenty of concrete examples. This does not contradict the notion of using as few words as possible, if the amplification is for a purpose.

7. Edit. Cut extra words. The shorter your writing, the more likely readers will finish it. Watch for useless figures of speech like "well, you see," unless done on purpose to give the feeling of dialog. Rearrange for clarity and emphasis. Play with the word order in sentences -- a new order can often eliminate words and give an active, not passive, sentence: "A bear killed the hunter," rather than "The hunter was killed by a bear."

   Be sure to have someone else edit your writing. He may find flaws to which you have become blind.

Appendix C

ENGLISH AS A SECOND LANGUAGE

Introduction

Members of Adult Basic Education classes who speak English as a second language have special problems. Some may be totally unable to express themselves in the English language. Others may understand English with difficulty and talk it haltingly. Still others may talk it freely but, to the American listener, often unintelligibly - a natural consequence of the tendency on the part of the foreign speaker to translate the sound and structure patterns of his own language into his use of English.

For these students the development of oral communication skills is primary. Literacy teaching goes on concurrently. But the order of emphasis here is LISTENING, SPEAKING, READING, WRITING.

Structure Patterns

The mastery of English structure patterns - particularly word order - represents the greatest difficulty for the majority of foreign-speaking students. The development of good speech habits - intonation patterns and pronunciation that ease the problem of communication - ranks next in the order of difficulty. Vocabulary learnings are comparatively simple.

Economical planning demands that teaching concentrate on what the speaker does not know, rather than on any thoroughly comprehensive language curriculum. Where sounds and structure resemble those of the native language, it is enough merely to point out the similarities. Where few or no such similarities exist, drill - imitating the model of the teacher or of a speaker on a recording - is recommended to the point of automatic control. Repetitions of this kind may be boring or wearisome for the teacher. They are not so for the student. For him, each repetition is a learning reinforcement and the basis for further progress.

Figure 6 shows typical structural difficulties teachers may expect among students of various ethnic groups.

Figure 6. Comparative Patterns Used by Foreign-Language Speakers in Adapting to English 1/

ENGLISH	SPANISH (Romance)	GERMAN (Germanic)	POLISH (Slavic)
The use of not with verb forms: "Mary is not here."	Usually replaced by no: "Mary is no here."	Same as in English.	Usually replaced by no: "Mary is no here."
The use of s for most plural nouns: "boys, pencils."	A silent s is more usual in the Caribbean countries. The tendency is therefore to say: "My two girl are big."	Variable plurals in both of these languages often lead to confusion in learning this English form.	
The use of s in our simple present: "The boy eats."	In all three language groups, verbs are fully inflected. Learning our comparatively uninflected English, the student tends to drop even the inflections which persist, to say: "The boy eat."		
Negatives with do, does, did: "He did not go to school."	No auxiliaries exist in any of these groups. The tendency is to say: "He no go/went to school."		
English adjectives usually precede the noun: "the red dress."	Adjectives usually follow the noun: "The dress red."	Same as in English.	Same as in English.
Nonagreement of adjective with nominal in either number or gender. "The big rooms."	Agreement of adjective. Tendency is to say: "The rooms bigs."	Agreement of adjectives with nominal in number and gender. Many Germans and Poles are apt to say: "The bigs rooms."	
Adverbs of time appear only at beginning or end of sentence, usually at the end: "I saw your brother yesterday."	Tendency is to place adverbs of time at beginning of sentence only: "Yesterday, I saw your brother."	Adverbs of time usually appear between verb and direct object. Tendency is to say: "I saw yesterday your brother."	Order is variable. May be: "I your brother yesterday saw."
The ed past ending for regular verbs: "wanted."	Because of confusion caused by going from a fully inflected language to a comparatively uninflected one, the tendency is to say, "The baby want milk yesterday."		

Figure 6. Comparative Patterns Used by Foreign-Language Speakers in Adapting to English [1/]
(Continued)

<table>
<tr><th>ENGLISH</th><th>SPANISH
(Romance)</th><th>GERMAN
(Germanic)</th><th>POLISH
(Slavic)</th></tr>
<tr><td>Use of the gerund: "I am ready for reading."</td><td colspan="3">All three language groups replace the gerund with the infinitive. The tendency is therefore to say: "I am ready for to read."</td></tr>
<tr><td>Going to to express future time: "I am going to sing."</td><td>Tendency is to substitute the simple present: "I go to sing."</td><td>Our going to exists only as colloquialism. The tendency is to say: "I go to sing."</td><td>No such usage. Tendency is to say: "I go to sing."</td></tr>
<tr><td>The auxiliary will in our future: "I will see you later."</td><td>Tendency is to carry over the inflection and to say: "I see you later."</td><td>Same as in English.</td><td>Both inflections and auxiliaries are used in Polish, often leading to confused usage.</td></tr>
<tr><td>The use of it to start a sentence: "It is Tuesday."</td><td>Tendency is to make the ethnic omission of it and to say: "Is Tuesday."</td><td>Same as in English.</td><td>No impersonal pronouns. It is therefore omitted, the form being exprdssed as: "Is Tuesday."</td></tr>
<tr><td>Comparison of most adjectives with er and est: "tall, taller, tallest."</td><td>Spanish uses only more or most. Tendency is to say: "more big," "most big."</td><td>Same as in English.</td><td>Analogous to English.</td></tr>
<tr><td>Adverbs of manner usually precede expressions of place: "He works very hard in his English class."</td><td>Same as in English.</td><td colspan="2">Germans and Poles may use the English order but more often reverse it and say: "He works in his English class very hard."</td></tr>
<tr><td>Use of to be to express age: "I'm 20 years old."</td><td>To have is used: "I have 20 years."</td><td>Usually the same as in English.</td><td>Use of to have: "I have 20 years."</td></tr>
<tr><td>Use of to be to express hunger, thirst, etc. "I am thirsty."</td><td>To have is the more common usage; to be expresses an extreme: "I am hungry" means "I am famished."</td><td>Usually the same as in English.</td><td>Both to be and to have are used. "I hungry" and "I have thirst."</td></tr>
</table>

Figure 6. Comparative Patterns Used by Foreign-Language Speakers in Adapting to English 1/
(Continued)

ENGLISH	SPANISH (Romance)	GERMAN (Germanic)	POLISH (Slavic)
Our negative imperative: "Don't run!"	Replaced by no: "No run!"	Replaced by inverted form: "Run not!"	Replaced by no: "No run!"
Questions with do, does, did: "Does this man work?"	No auxiliaries exist in any of these groups. Persistent tendency is therefore to say, "This man works?" or "Works this man?"		
Inversion of subject and verb for questions: "Is the boy here?"	Tendency is to use rising intonation rather than inversion: "The boy is here?"	Same as in English.	Inversion has a more specific and limited use than in English.
Use of continuous present: "I am working now."	Tendency is to use simple present for all forms of the present: "I work now."	Greater tendency is to use simple present: "I work now."	No such form in Polish. Simple present substituted consistently: "I now work."
Verbs in indirect discourse - the same tense in each clause: "He said that he was sick."	That is followed by the present: "He said that he is sick."	Tendency is toward use of present or of subjunctive: "He said that he sick is" or "He said he be sick."	That is followed by the present: "He said that he is sick."
The use of pronouns as subjects: "She can go."	Spanish uses verbal inflection to indicate person and number. Tendency is therefore to omit the pronoun to say: "Can go."	Same as in English.	Same as in English.
Verbal contractions: "I'm, we'll."	No contractions exist in Spanish, causing ensuing difficulties in English.	Contraction consists of dropping the pronoun. Tendency is therefore to contract "We will" to "Will."	No contractions.

Figure 6. Comparative Patterns Used by Foreign-Language Speakers in Adapting to English 1/
(Continued)

ENGLISH	SPANISH (Romance)	GERMAN (Germanic)	POLISH (Slavic)
The past with the auxiliary have (our present perfect): "I have always lived in New York."	Same as in English.	For our present perfect, Germans and Poles use the present: "I always live in New York."	
Possessive adjective for parts of body and clothing.	All three of these language groups use the definite article for this purpose. Tendency in English is to say: "The head hurts me."		
No definite articles before titles: "I see Dr. Fox."	Definite article always appears before titles, leading to uses such as: "I see the Dr. Fox."	Germans may use the English form but they are just as likely to insert the article.	No definite article exists in Polish, creating no problem here but causing a great deal of difficulty in the regular use of the article.
Indefinite article in usual prenominal position with words identifying occupations: "She is a nurse."	Indefinite article not required in such usages. Tendency is therefore to say: "She is nurse."	Same as in English.	No indefinite article in Polish.
Nonseparation of compound verbs: "I get up early in the morning."	Same as in English except for the greater use of the reflexive: "I get myself up early in the morning."	Natural tendency is for separation: "I get early in the morning up."	No compound and fewer reflexive verbs.

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Content

Language skills should be taught in the context of the subject matter being studied. In a lesson on seeking employment, for example, the ed past of irregular verbs may be presented in the sentence, "I talked to the man in the employment office."

The Grammatical Structures lists[1] which follow have been graded for general use on beginning and intermediate levels. Variations will depend on differing class needs and approaches by the teacher.

Grammatical Structures - Beginning Level

1. Basic English sentence word order with the verb "to be"

   My name is ______. My address is ______. (In aswer to identification questions)

   This is ______. (Classroom object identification)

2. Present of verb "to be"

   I am a teacher.
   You are a _______.

3. Personal pronouns as subjects

   He/She is a student.

4. Reverse order questions using the verb "to be"

   Is this a book?

5. The continuous present with commonly used action verbs

   I am standing
   You are sitting. etc.

6. Simple negative

   This is not a book.
   I am not a teacher.

7. What and where questions

8. Plurals, and verb agreement

9. This is, that is; these are, those are

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10. Some irregular noun plurals (children, women, teeth)
11. Prepositions of time and place
12. The simple present for every day
13. The singular possessive ('s) for nouns and proper nouns
14. The verb "to have" in present time statements
15. Questions with do, does
16. Negative statements with do, does
17. Some common contractions (I'm, he's, isn't, doesn't)
18. The ed past of regular verbs
19. Past forms of irregular verbs "have", "can", "say", "make"
20. Position of adjective modifiers
21. Comparison of adjectives
22. Questions with auxiliary did
23. Negative forms with auxiliary did
24. Personal pronouns as objects
25. Adverbial modifiers answering question "where"; "how", "when"

Vocabulary Development - Beginning Level

1. Expressions of greeting
2. Personal identification (My name is ______.) (My address is _____.)
3. Object identification (objects in classroom, furniture, other household items, parts of body)
4. Identification of family relationships
5. Vocabulary for traveling (token, transfer, ticket, etc.)
6. Vocabulary of bus and subway signs

7. Expressions for weights and measures (a pound of ______, a dozen ____)

8. Clothing sizes

9. American money

10. Numerals 1 to 100; ordinal numbers first to tenth

11. Expressions about age (to be 21 years old ; 21 years of age)

12. Expressions about the weather

13. Expressions about health

14. The "to be hungry," "to be thirsty" expressions

15. Vocabulary for eating in restaurants

16. Expressions needed for services (laundries, laundromats, shoe repairing, barber shops, beauty parlors)

17. Telling time

18. Days of the week and months of the year

19. Vocabulary and expressions for filling out an application

20. Vocabulary and expressions related to finding an apartment

21. Vocabulary and expressions related to work, working conditions, social security and unemployment insurance

22. Income and other tax vocabulary (sales tax, take-home pay, dependent, etc.)

23. Vocabulary for amusements, hobbies, community recreational resources

24. Vocabulary of American holidays (Thanksgiving, Pilgrims, turkey, Columbus Day, world, round, etc.)

25. Essential vocabulary for reporting an emergency (police, ambulance, fire)

Grammatical Structures - Intermediate Level

1. Contractions (Review: I'm, he's, isn't, doesn't; New: there's, it's, won't, wouldn't, they're, they'll, you've, you'd)
2. Short and tag endings: (Yes, it is. No, it isn't. I do, too. Neither does he. So does she. Don't you? Didn't she?)
3. Indefinite pronouns and modifiers (any, anyone, anybody, anywhere, some, someone, somebody, somewhere, no, no one, nobody, nowhere, nothing)
4. Much and many
5. "Can" as an auxiliary (can go)
6. Like and would like
7. Future (will see; am/is/are going to see)
8. Reflexives (myself, yourself, himself, and plurals)
9. Nouns as adjectives (milk bottle, bath towel, clothes closet)
10. Adverbs with "ly"
11. Adverbial words order (especially adverbs of frequency; often, always, sometimes, never)
12. Past time with auxiliary "have/has" (I have lived in the United States for three years.)
13. Continuous past (was talking)
14. More irregular verbs (in phonetically related pairs as follows: get, forget; thought, bought; seat, spent; felt, slept; ate, gave; sat, began; drove, rode)
15. The "used to" tense
16. Since, for, ago
17. Passive voice

18. Other, another, others

19. One and (the) ones as pronouns

20. Subordinate clauses with who, which, that, because, when, where

21. More prepositions (since, for, during, by, until, before, after)

22. Must, have, had to; should, ought to; idiomatic use of "must" (must be busy)

23. Possessive noun plurals; possessive pronouns (mine, hers, ours, etc.)

24. Say and tell

25. There is, there are

Suggested Areas of Concentration

Suggestions for areas to concentrate on in speech and intonation may be found in the following analysis:

Spanish-speaking students most often need to be taught to pronounce the final s, to eliminate the sound of e before an initial s; to differentiate between v and b, s and th, d and th, and s and z; and to articulate more firmly most medial consonants. Stress plays no great part in spoken Spanish. The tendency is therefore to pronounce almost every syllable with equal emphasis and to make all vowels strong. The implications for teaching strong and weak forms and correct intonation patterns are clear.

Italians are apt to find difficult both the pronunciation of h and its discriminating use, the differentiation between most long and short vowels, the distinction between th and t or d, and the production of the untrilled r. They also need a great deal of help in eliminating the gratuitous vowel sounds they so frequently add to medial or final consonants.

Germanic students usually have problems differentiating between v and w, p and b, t and d, t and th, d and th, and r and w, and often, too, between f and v, s and z, z and th, s and sh, and s and th.

Polish, like Spanish, is an unstressed language, where practically every syllable is pronounced and all vowels are strong. Polish and other Slavic students have the added difficulties of substituting d or t for th, v for w, and y for j, of strongly trilling the r, and of undiphthongizing and unrounding most vowel sounds.

Chinese, Swedish, and speakers of other tone languages have as one of their chief difficulties the mastering of the English intonation pattern.

Methodology

The linguistically oriented aural-oral approach is recommended for the teaching of English as a second language. This method involves the following steps:

1. Concentration on the differences - rather than on the similarities - between languages for the selection of what is to be taught.

2. Presentation by the teacher of the model sentence for students to hear and to imitate. The sentence is the unit of instruction. The teacher may demonstrate or use visual aids to make his meaning clear.

For example: (pointing to himself) My name is Robert Smith. (showing object or picture of it) This is a book (tool, pair of pliers, etc.)

3. The use by the teacher of a normal conversational rate in his speech and of the contractions common to English. The earlier a teacher begins to accustom his students to hearing and learning the usual English speech patterns, the easier it will become for them to understand and to be understood in the life of their communities.

4. The teaching of word order and vocabulary through the controlled structure pattern. The use of the structure frame, as shown below, is often helpful.

		This	is	a		book.
		This	is	a		pencil.
		This	is	a		ruler.
		This	is	a	metal	ruler.
		This	is	a	12-inch	ruler.
	Is	this		a		ruler?
	Is	this		a	metal	ruler?
What	is	this?				

Structure is the framework of the sentence. It may be expanded to include growing vocabulary or, gradually, to permit the introduction of other structures within the pattern. In the frame above, the position of the adjectives, the use of questions, and the place of question-words are introduced - but all within the This is ... or Is this ...? pattern. Sufficient repetition for automatic control is basic in structure pattern teaching. New patterns, insofar as possible, are built on review patterns or reinforcement, as for example, This is ...; This is not ...; This isn't ....

5. The development of structurally-controlled themes. For example:

I want to be a toolmaker.
I want to be a carpenter.
I want to be a pastry chef.
I want to be a pastry chef in a fancy restaurant.
Etc.

Themes are elicited through student responses to pivotal statements or questions. For example: Mr. James wants to be a radio repairman. What about you?

Themes may be developed on the chalkboard or, as teacher-prepared materials, on oak tag or newsprint. In either case they must anticipate and reflect the student responses. To save time and to maintain lesson vitality, a theme developed on the chalkboard is best written, sentence by sentence, as student responses emerge.

6. The use of adequate drills. A variety of drill is essential for more interested learning and for the opportunities it provides for learning application. A chain drill can reinforce the learnings of the above theme; for example, one student talking to another as follows: I want to be a machine operator. What do you want to be?

The chain drill may also be an opportunity to introduce and practice the use of "to want" with he and she. (No grammatical nomenclature is used with second language learners; the additional terminology usually serves only to cause greater confusion.) For example:

Student to student -
I want to be a ....
What do you want to be?
Student to class -
He (she) wants to be a ....
(And so on, going around the room)

7. The use of dramatizations, dialogs, and original sentences as further reinforcements. Acting out requests are the simplest forms of dramatizations. For example:

Teacher: Will you please open the door, Mr. Green?
Student (doing so): I am opening the door now.

As the student progresses in his ability to use words and patterns, he can act out more difficult and more functional situations. Ordering a meal in a restaurant, telephoning and leaving a message, applying for a Social Security number are typical examples. To give the student confidence, the teacher will usually need, at first, to participate as one of the actors.

A dialog can be developed on the board as the theme. For example: What would you like for dinner? I'd like some turkey, please. Would you like some vegetables? Yes, I'd like some potatoes.

Substituting the words "supper", "breakfast", "lunch" for "dinner", "chicken" or "fish", etc., for "turkey," and making similar changes throughout are the first steps in the development of the spontaneous dialog.

The use of new vocabulary in original sentences is developed in the same progressive fashion. In early learning stages, students are asked merely to introduce another word in the established pattern. For example:

(lathe?
(saw?
Do you work with a (hammer?
(file?
(brush?

Most students struggling for self-expression will try to vary the pattern with more spontaneous and original expressions. The common errors they make are helpful in planning new instruction.

8. Concurrent teaching of the literacy skills. Words, when they are understood, are placed on the chalkboard for students to see and to recognize. Sentences that have been introduced by the teacher and imitated for correct structure and for speech and intonation pattern are part of the chalkboard (or otherwise prepared) theme. The theme becomes the reading text, serving as transition to reading from a book. Writing may include copying of the theme (in the very early stages only), dictation of sentences containing words or structures that have been taught in the theme, or, when students have reached that level of ease and ability, placing by them of the words or theme sentences on the chalkboard. In still later stages, it may include, of course, the writing of notes, messages, application forms, and letters.

9. The teaching of reading for comprehension. The goal of reading is comprehension. The reading lesson is not a speech lesson. Ideally, reading is silent and followed by testing for comprehension. The skill is developed with practice. It may need to be introduced with some oral reading in very early stages only.

Reading begins with the theme. Student-developed, it is supportive in its total familiarity. The teacher reads the sentences orally; the students, silently. Concert oral reading or reading aloud by individual students of single sentences or short groups of sentences may take place at this time.

As confidence grows, students are able to follow longer and longer passages silently without either oral accompaniment by the teacher or oral practice on their own part.

Comprehension testing may need to begin with the sentence - the teacher asking questions about each sentence as it is read. Gradually, students will grasp larger and larger units and testing will follow accordingly. Testing may be of various kinds:

Questions (who, what, when, where, how) asked by the teacher
Class conversation about the material read
Individual retelling of the story or ideas
Discussion for or against some of the ideas
Summaries of paragraphs or of longer passages
Dialogs and dramatizations suggested by the reading

All of these tests are oral and provide further opportunity for conversational practice. Written testing may include sentence completion exercises, fill-in-drills, complete sentence answers to questions placed on the board by the teacher, short resumes, and letters or compositions about what has been read.

10. Teaching of speech by contrast. All effective speech work depends essentially on the student's ability to hear the difference. For the foreign student, the basic problem lies in hearing the difference between the sound or intonation pattern he should be producing and the sound or intonation pattern he is carrying over from his native language. The Spanish-speaking student, for example, unaccustomed to making a distinction between the short i (as in lĭve in English) and the long e (as in lēave in English) in his own language, will hear no difference in the English sounds unless he is trained to do so.

a. Presenting the minimal pairs. The teacher says each word with emphasis on the sound difference:

lēave	lĭve
sēat	sĭt
fēet	fĭt
lēad	lĭd
hēel	hĭll
etc.	

b. Testing the student's ability to hear the difference.
Raise your hand when you hear ee (as in "leave").
How many times did I say ee? (Be sure to make the number uneven.)
Sit in that seat, please.
Celia lives on the next street.
etc.

c. Sound production. (Make directions as simple as possible.)

d. Practice in words, phrases, sentences:

Read these words, first down and then across

seat	sit
leave	live
bead	bid
wheel	will
etc.	

Read these phrases
sit in the seat
live in Cleveland
leave the hill
fill the bill
etc.

Read these sentences
Please tell me where you live.
My sister is sitting at the wheel.
We'll see the children in a minute.

The following may be helpful in teaching the production of some of the difficult sounds:

h: Blow on the mirror; blow out a lighted candle.
th: (voiced and voiceless) Bite the tongue; put the tongue between the teeth.
f & v: Bite the lower lip.

p,b,m: Press the lips together.
t & d: Put the tip of the tongue above the upper front teeth.
sh: Say "Sh!" meaning "Quiet, please!"
z: Imitate the sound of the insect.
cb: Put t and sh together.
ee: (as in see) Smile.
ow: (as in how) Say "Ouch!" or "Meow!"
a: (as in hat) Say "egg." Then throw the head back a little to lower position for sound in "hat," "have," "Anna."
All voiced sounds: Feel the vibration of the vocal cords.

11. Intonation is the rising or falling inflection of the voice in connected discourse. With beginning students, it should be taught principally through imitation. If rules need to be developed, they should be limited to the two most basic English intonation patterns.

The first is the downward glide of the voice after the last stressed syllable in statements and in questions beginning with question words. For example:

I'd like some/ cof/fee. ↘

How are you/ feel/ing? ↘

The second is the rise of the voice after the last stressed syllable in all other interrogative statements. For example:

Do you want/ ↗ coffee:

Are you/ ↗ busy?

12. Stress is one of the most important features of English intonation. It is the use of strong and weak stresses that largely distinguishes the English language pattern from such comparatively unstressed languages as Spanish, Italian, and Japanese.

Practice in stress should be emphasized from the beginning. The following is an example of an exercise:

Find the high note (the strong stress) in each of these sentences:

I have a question.
Where is the bus stop?
What is your name, please?
I'd like to see you.

In practicing strong stress, the student will quite naturally unstress contrasting weaker sounds and fit them correctly into the pattern. Two principles of weak stress should be formally taught and drilled, however. They are:

a. Commonly used contractions

b. Words which are normally unstressed in English speech

the	and	a	that	is
of	to	in	it	I
etc.				

Appendix D

WORD LIST

The number next to the word indicates the course unit in which the word is first introduced.

ABILITY (VII)
able (III)
about (II)
accept (XV)
account (IV)
across (XVII)
address (I)
adjustment (XX)
adult (XX)
advanced (VIII)
advancement (III)
advantage (XI)
advertisement (ad) (III)
advertising (XVIII)
advise (III)
affair (XX)
afternoon (IV)
again (VII)
age (III)
agency (III)
agent (XI)
ago (XII)
agree (XI)
ahead (XVI)
aid (XVIII)
aide (IX)
aim (XII)
air-conditioning (IX)
airmail (IV)
airplane (XVII)
alert (XV)
all (I)
alley (IX)
allow (XII)
almost (I)
along (II)
alphabetize (III)
also (II)
aluminum (XIV)
ambition (XVI)
ambulance (IX)
America (II)
amount (XIII)
and (I)
annual (XIII)
answer (III)
antifreeze (XII)
antitoxin (XII)
anything (II)
apartment (III)
appearance (XV)
appliance (XVIII)
applicant (VIII)
application (VIII)
apply (III)
appointment (III)
appreciate (XV)
April (V)
arithmetic (XVII)
Armed Forces (XII)
army (II)
around (II)
assist (XVI)
assistance (XIII)
association (XIX)
assure (XIII)
astronaut (XVII)
attendant (IV)
August (V)
auto (V)
autobiography (XVI)
automat (V)
automatic (V)
automation (V)
automobile (V)
avenue (III)
average (XIX)
awake (II)
away (II)
BABY (III)
bad (VII)
baker (III)
ball (I)
ballot (XIX)
band (I)
bank (IV)
barber shop (V)
bargain (XI)
bath (II)
bathtub (XVIII)
battery (XVII)
beat (II)
beauty parlor (V)
because (II)
become (I)
begin (III)
behavior (XIX)
belief (X)
believe (X)
belong (IV)
benefit (III)
besides (XVI)
best (VII)
bet (I)
better (VII)
bill (II)
bind (II)
biography (XVI)
blank (VIII)
blender (XIV)
blind (II)
blow (VII)
board (XI)
boilermaker (VI)
borrow (XVIII)
boss (IV)
both (II)
bottle (VI)
boulevard (III)
bowl (IX)
box (XIII)
boy (III)
branch (VI)
breadwinner (XVIII)

brick (XIV)
bricklayer (III)
brief (VIII)
brother (I)
brotherhood (IX)
brush (XIII)
budget (XVIII)
building (VI)
bulk (XVIII)
burn (XIV)
bus (IV)
business (IV)
busy (IV)
butcher (XIV)
buy (IV)
by (II)
CAB (V)
cable (VI)
cafeteria (IX)
call (I)
can (II)
candidate (XIX)
candy (I)
cane (II)
cap (V)
capable (III)
car (XVIII)
card (IV)
care of (III)
careful (XV)
carpenter (VI)
carpet (XIV)
cash (III)
cashier (V)
cat (II)
catalog (XX)
Catholic (XII)
ceiling (X)
cell (V)
cellar (V)
cement mixer (VI)
cent (V)
center (V)
centralize (VI)
certain (XII)
chance (II)
change (II)
character (VIII)
charge (IV)
cheap (XIV)
check (II)
checker (IX)
checkoff (XI)
cheerful (XV)
cheese (XIV)
chicken (II)
child, children (XIII)
chill (II)
circle (VIII)
citizen (XIX)
city (II)
civic (XIX)
civil (V)
civil service (X)
class (I)
classified (V)
clay (II)
cleaner (V)
clear (VII)
clerical (X)
clever (IV)
close (XI)
clothes, clothing (XVIII)
club (XIX)
coal (XIV)
cod (II)
code (II)
coffee (I)
collar (I)
college (XII)
collective bargaining (XI)
color (XI)
column (III)
comfort (XVIII)
commercial (VI)
committee (XI)
communication (XVII)
community (IX)
company (V)
compensation (XII)
complain (XI)
complaint (XI)
complete (VIII)
compliment (X)
compulsory (XX)
computer (XIV)
condition (VII)
Constitution (XII)
construction (VI)
consume (XIV)
consumer (XX)
contact (III)
continuous (XX)
contract (XI)
contribute (XIX)
control (XIV)
convenience (IV)
convenient (IV)
cop (I)
cost (XVIII)
cotton (XIV)
cough (XVII)
could (I)
counseling (XI)
counterman (III)
country (V)
course (XX)
court (XIX)
courtesy (XV)
cousin (V)
cover (XIII)
cradle (VI)
craft (XI)
crayon (II)
crazy (XII)
create (II)
credit (IV)
creed (XI)
crippled (XIII)
criticism (XV)
crop (I)
cross (X)
crowd (XVI)
crust (VII)
cup (V)
current (VIII)
cut (II)
cute (II)
DACRON (XIV)
dairy (XIV)
dandy (I)
dangerous (XI)
date (VIII)

daughter (IV)
deadline (X)
dear (VII)
death (XIII)
December (V)
decide (XIII)
deduction (XIX)
defrost (XIV)
delegate (XI)
delivery (III)
delivery man (IX)
dental (XVIII)
deny (III)
department (X)
dependable (III)
dependent (XIII)
deport (VII)
describe (VIII)
desegregation (XII)
dessert (I)
dial (IV)
diesel engine (XIV)
different (I)
difficult (I)
dignity (XIX)
dinner (I)
diploma (XX)
director (V)
disability (XI)
disadvantage (XI)
disagree (XI)
disconnect (XI)
discrimination (XII)
discuss (XX)
dish (XIII)
dishonest (XI)
distance (XVII)
divorced (VIII)
do (I)
doctor (III)
dollar (XVIII)
domestic (V)
dreary (VII)
dress (VI)
dressmaker (VI)
driver (III)
dry cleaning (VI)
dues (XI)
dull (XX)
duplicate (XIII)
duty (VIII)
dyeing (VI)
EACH (IX)
earn (I)
easy (I)
educational (VIII)
efficient (V)
egg (XIV)
elect (XI)
election (XIX)
electricity (XIV)
electronics (XIV)
elementary (VIII)
elevator (XIV)
eligible (XI)
elsewhere (XII)
emergency (XVI)
employee (V)
employer (V)
employment (III)
enforce (XX)
engine (XIV)
enough (XIII)
envelope (IV)
equipment (XIV)
equivalency (XX)
escalator (XIV)
established (V)
evening (XVII)
every (IV)
everybody (IV)
everyone (IV)
everything (IV)
everywhere (IV)
examination (X)
excitement (XX)
executive (XI)
expenses (XIII)
experience (III)
explore (XVII)
export (VII)
extra (XVI)
FABRIC (XIV)
face (VI)
facial (VI)
facilities (XVII)
facsimile (XIII)
factory (I)
fair (XII)
fall (I)
family (VIII)
farm (XIV)
fashion (IX)
fear (VII)
February (V)
federation (XI)
fee (III)
female (III)
fiction (XX)
fight (IV)
figure (XVIII)
file (X)
fill (II)
fill out (VIII)
fin (II)
finance (VI)
financial (VI)
find (II)
fine (I)
fire (X)
firm (business) (IX)
fix (I)
fixed (VI)
flight (IV)
fling (I)
flop (I)
fly (XVII)
food (IX)
foot (III)
foreman (I)
forever (IV)
forget (VII)
fox (XIII)
free (III)
freedom (XIX)
freezer (XIV)

Friday (V)
friendship (XIX)
fringe benefits (III)
from (II)
front (IX)
frozen (XIV)
fry (III)
fuel (XIV)
fully (VIII)
fund (XI)
funny (I)
furnished (XVIII)
future (XVIII)
GALLON (III)
gas (I)
gay (II)
gaze (XII)
gear (VII)
general (VI)
get (I)
girl (III)
glass (XIII)
good (I)
goods (IX)
government (X)
grade (VIII)
gray (II)
graze (XII)
great (XVI)
grievance (XI)
grind (II)
grocery (IV)
grooming (XV)
gross (XVIII)
group (XII)
guard (IX)
guardian (XIII)
guide (XIX)
HABIT (XV)
hall (I)
hammer (VI)
hand (I)
handyman (I)
happy (I)
hard (VI)
hardship (XV)
have (II)
hazy (XII)
health (VIII)
heap (II)
hear (VII)
heavy (X)
height (VIII)
helper (IX)
help-wanted (III)
heritage (XIX)
hers (I)
hide (II)
hi-fi (IX)
high (VIII)
hind (II)
hip (II)
hire (XI)
his (I)
history (VIII)
home (XIII)
hop (I)
hospital (VI)
hospitalization (XI)
hotel (V)
hour (III)
household (V)
housekeeper (V)
housing (XVIII)
how do you do (IV)
hurry (VIII)
husband (IV)
ICE (XIV)
idea (IX)
ideal (XIX)
immediately (XIII)
import (VII)
important (II)
impression (VII)
improve (XIX)
inch (XX)
income (XIII)
incorporated (V)
increase (X)
increment (X)
independent (XI)
individual (XX)
industrial (V)
industrialize (VI)
industry (VI)
inform (VII)
information (VII)
initiation (XI)
injure (XII)
inner (II)
inside (II)
install (IX)
installment (XVIII)
instead (X)
insurance (XI)
interdependence (XIII)
interested (VII)
interview (IV)
interviewer (VII)
invention (XX)
ironer (V)
Italian (XII)
JANUARY (V)
jelly (II)
jet (XX)
Jew (XII)
job (I)
join (XI)
July (V)
June (V)
junior (VIII)
jury (XIX)
just (II)
justice (II)
KEEP (XIII)
kill (II)
kind (II)
kindness (II)
king (I)
kiss (XIII)
kitchen (XIV)
knee (I)
knife (I)
know (I)
knowledge (XIX)
LABEL (XVIII)
labor (XI)
laboratory (IX)
lace (IV)
lady (III)

land (I)
large (VI)
late (XV)
lathe (VI)
laugh (XVII)
laundromat (IX)
laundry (V)
law (XII)
lazy (XII)
lead (II)
learn (I)
least (II)
leave (IV)
legal (XII)
legislation (XIII)
leisure (XIV)
lend (XVIII)
length (VIII)
less (II)
let (I)
let's (IX)
letter (I)
liberty (XVIII)
libraries (XIX)
licensed (V)
lid (II)
life (XVI)
like (I)
line (VIII)
list (VIII)
listen (XIV)
little (II)
live (II)
loan (XVIII)
local (X)
location (VIII)
lock (IV)
long (II)
lose (XIII)
loss (XIII)
love (III)
lunar (XVII)
lunchroom (IX)
luxury (XVIII)
MACHINE (I)
mad (II)
maid (X)
maiden name (VIII)
mailing address (VIII)
mailman (X)
maintenance man (IX)
major (XII)
make (I)
male (III)
man (I)
management (XI)
manager (III)
manners (XV)
manpower (XVII)
manual (XIV)
many (II)
March (V)
marital (VIII)
market (XVII)
married (VIII)
match (XIII)
maximum (X)
May (V)
may (II)
maybe (I)
maze (XII)
meal (XIII)
mean (II)
mechanic (V)
medical (III)
meet (IV)
member (VIII)
merry (X)
message (IV)
messenger (V)
metal (XIV)
meter (X)
method (II)
middle (I)
might (IV)
mill (II)
mind (II)
mine (I)
minimum (X)
minority (XII)
mix (XII)
modern (VI)
modernize (VI)
Monday (V)
money (I)
month (III)
moon (XVII)
mop (I)
more (II)
morning (IV)
most (II)
motorman (X)
move (XIV)
movie (IX)
much (II)
must (III)
my (I)
NAIL (VI)
name (VIII)
nationality (XII)
navy (III)
near (VII)
neat (XV)
necessity (XVIII)
need (I)
needle (VI)
Negro (XII)
neighbor (IV)
neighborhood (IX)
net (XVIII)
never (IV)
new (II)
newspaper (III)
night (IV)
note (IV)
notify (XIII)
November (V)
numbers (I)
nurse (VI)
nutrition (XVIII)
nylon (XIV)
OBEY (XIX)
occupation (VI)
occupy (VIII)
ocean (XVII)

October (V)
offer (XIII)
office (I)
officer (XI)
official (XIX)
often (XIV)
oil (IV)
old (II)
once (XIII)
opening (III)
operate (II)
operator (III)
opportunity (II)
order (IV)
orderly (IX)
ordinary (XIX)
organization (XI)
orlon (XIV)
other (I)
ounce (III)
our (I)
ours (I)
outer (II)
outside (II)
overhead (IX)
overseas (XVII)
overtime (VII)
overwork (IX)
own (IX)
PACKAGE (IX)
packer (IX)
page (V)
painter (VI)
pal (II)
pale (II)
pan (II)
pane (II)
paper (IV)
parent (XIX)
part (XIX)
participate (XIX)
part time (V)
party (II)
pass (XII)
patch (XIII)
patriotism (XIX)
pay (II)
pension (X)
people (I)
perhaps (I)
permanent (V)
permission (XVI)
persistent (XVI)
person (I)
personal (VIII)
personnel (V)
pet (I)
pharmacy (IX)
phonograph (IX)
photograph (IX)
physical (IX)
physique (IX)
picket (XI)
place (VIII)
placement (V)
plan (X)
plane (XVII)
plant (IX)
plastic (XIV)
platform (XIX)
plenty (XVIII)
plumber (VI)
police (XII)
policy (XII)
political (XIX)
poll (XIX)
poor (XVI)
porter (V)
position (VIII)
post card (IV)
postman (X)
post office (III)
pound (III)
power (XX)
practical (XVIII)
practice (XII)
pray (II)
preparation (VII)
prepare (VII)
present (VIII)
preserve (XIX)
president (XVI)
presser (VI)
previous (VIII)
price (XVIII)
primaries (XIX)
principle (XIX)
printer (V)
private (III)
produce (IX)
production (IX)
professional (VI)
program (XI)
promise (XII)
promotion (X)
property (XIX)
protection (XI)
Protestant (XII)
provide (XVIII)
public (III)
pump (IV)
punctual (XV)
purpose (XII)
put (XVII)
QUALIFICATION (VII)
qualify (VII)
quality (XV)
quart (III)
quarter (XIII)
question (VI)
quick (VI)
quiet (VI)
quilt (VI)
RACE (VI)
racial (VI)
radio (XVII)
railroad (IV)
raise (XII)
rat (II)
rate (II)
raze (XII)
razor (XII)
read (I)
ready (VII)
real (XIV)
rear (VII)
reason (VIII)
receipt (X)
receive (X)
recognition (XI)
record player (IX)
recreation (XI)

red (II)
reference (III)
refine (II)
refresher (course) (XX)
refrigeration (IX)
refrigerator (XIV)
refuse (XII)
registration (V)
regular (VIII)
relationship (XV)
reliable (III)
religion (XII)
rely (III)
remember (VII)
rent (XVIII)
repair (I)
repairman (I)
reply (III)
report (VII)
representative (XI)
requirement (X)
resource (XVI)
respect (XV)
responsibility (VII)
restaurant (V)
result (XII)
retirement (X)
retraining (II)
revise (XV)
right (IV)
rind (II)
ring (I)
rise (XV)
river (XVII)
road (XIX)
room (XVIII)
routeman (VI)
ruglayer (VI)
ruler (VI)
rush (XIII)
rust (VII)
SAFE (XI)
safety (XI)
salary (III)
sales (VI)
salesman (I)
sand (I)
sanitation (X)
Saturday (V)
save (IX)
savings (IV)
saw (VI)
say (II)
school (VIII)
science (XX)
seal (II)
seat (II)
security (XI)
segregation (XII)
sell (XIII)
semiskilled (X)
separated (VIII)
September (V)
service (V)
set (I)
sex (VIII)
shampoo (V)
share (XIX)
shelter (XVIII)
shift (VIII)
ship (VI)
shoemaker (VI)
shop (I)
short (II)
should (I)
shower (XVIII)
sick (X)
sign (VIII)
signal (IV)
signature (VIII)
sill (II)
sincerely (XII)
sincerity (XII)
sing (I)
single (VIII)
sit (II)
skill (I)
slay (II)
slope (II)
sloppy (I)
slow (VII)
Social Security (VII)
somebody (II)
someday (I)
something (II)
sometime (II)
son (IV)
soon (IV)
space (XVII)
speak (XVI)
special (IV)
specialized (VI)
speech (XIX)
spend (XVIII)
spill (II)
spray (II)
stairs (XIV)
stamp (IV)
standard (XVIII)
start (III)
state (X)
statement (XIII)
station (I)
status (VIII)
stay (II)
steady (X)
steam iron (VI)
stereo (IX)
stock (XVI)
stop (I)
store (IX)
story (XVI)
stove (XIV)
stray (II)
street (III)
strike (XI)
study (XV)
style (IX)
subject (XX)
subway (IV)
succeed (XVI)
success (XVI)
such (III)
suggestion (XV)
Sunday (IV)
supervisor (XV)
supper (I)
supply (III)
support (XIII)

Supreme Court (XII)
sure (VII)
survivor (XIII)
sway (VIII)
sweat (X)
sweater (X)
sweep (XIV)
swing (I)
synthetic (XIV)
system (XIII)
TABLE (VI)
take (II)
take-home pay (XVIII)
talk (IV)
tall (I)
tank (IV)
tap (II)
tape (II)
tape measure (VI)
tax (XIII)
teacher (XIX)
teamwork (XV)
technical (XVII)
technician (IX)
telegram (XVII)
telegraph (XVII)
telephone (III)
television (IX)
tell (VII)
Telstar (XVII)
temporary (V)
tenure (X)
test (X)
than (II)
thank (IV)
that (II)
their (I)
theirs (I)
there (IV)
these (II)
thing (I)
think (XI)
this (I)
thoughtful (XIX)
those (II)
three R's (XVII)
throw (VII)
Thursday (V)
ticket (IV)
time-and-a-half (XII)
today (II)
together (VIII)
token (IV)
tomorrow (IV)
too (II)
tool (I)
toolmaker (I)
tooth (teeth) (XIII)
top (I)
town (VIII)
trade (I)
training (II)
transfer (IV)
transistor (XVII)
transportation (VI)
treat (XII)
tropic (I)
truck (III)
true (XII)
trust (VII)
truth (XV)
try (III)
Tuesday (V)
twine (IV)
two (IV)
type (VIII)
UNDERWATER (XVII)
union (VIII)
United States (III)
university (XII)
unskilled (I)
update (XVII)
upgrade (XVII)
uphold (XIX)
us (II)
use (I)
usher (IX)
utility (XVIII)
VACATION (X)
vacuum (XIV)
ventilation (XVIII)
very (IV)
view (IV)
vocational (VIII)
voluntary (XX)
vote (XIX)
WAGES (III)
waiter (V)
walk (VI)
walkie-talkie (XVII)
wall (I)
want (I)
warehouse (V)
wash (XIV)
watch (VI)
watchman (IX)
water (IV)
wave (XVII)
weary (VII)
Wednesday (V)
week (III)
weight (VIII)
welder (VI)
welfare (X)
well-being (IX)
wet (I)
what (III)
whatever (IV)
when (III)
whenever (IV)
where (III)
wherever (IV)
which (III)
whichever (IV)
who (III)
whoever (IV)
whole (III)
whom (III)
why (III)
widow, widower (XIII)
widowed (VIII)
wife (IV)
willing (III)
win (II)
window installer (VI)
wine (II)
wire (XVII)
wireless (XVII)
wise (XV)

wish (XIII)
with (I)
without (II)
woman (I)
wonder (XVI)
wood (XIV)
work (I)
worker (I)
world (II)
worry (XVIII)
worse (VII)
worst (VII)
would (I)
wring (I)
write (I)
wrong (I)
YARD (III)
year (IV)
yellow (V)
yesterday (IV)
youth (XX)

Appendix E

SAMPLE SIMPLIFIED PLAN FOR SCREENING PROSPECTIVE STUDENTS[1/]

1. The interviewer administers the Harris Graded Word List during the initial consultation. This test has the following advantages:

   a. It is scientifically organized and will identify reading performance from primer to 6.0 levels. It has high correlation with comprehension performance.

   b. It can be given in about one minute to each candidate.

   c. It will immediately screen out total illiterates and they can be grouped separately for instruction on this basis.

2. After the Harris Test has been administered at the initial screening, the interviewer indicates the level reached on that test on the applicant's card.

3. Applicants who score above 2.0 then take the card to another room where a teacher administers the Informal Textbook Test (ITT) in a group situation. This Informal Textbook Test battery contains a one-page test for each level, 2 through 8, each one of which can be corrected in 30 seconds.

   a. The standards for the reading levels are based upon the Dale-Chall Formula and ratings given in a combined word list by Buckingham and Dolch.

   b. Content has been carefully selected to be within the experimental range of the candidate who is not school-oriented and is culturally deprived. Wherever possible, material that is common to everyday, big-city life has been chosen. The selections are:

      Test 2, Eyes for the Blind ("Seeing-Eye" dog)

      Test 3, Rip! Smash! Crash! (housewrecking)

      Test 4, Fire! Fire! (turning in a fire alarm)

      Test 5, House Pests (roaches and moths)

      Test 6, New York City "Cops"

[1/] By permission from Division of Special Services, Bureau of Community Education of the New York City Board of Education.

Test 7, Paper (use and composition)

Text 8, A Winning Pitcher (baseball)

c. Comprehension is tested at each level through main idea questions and detail questions.

4. If the applicant's card indicates a score of 3.0 on the Harris List, he should be given Tests 3 and 4; if he scores 4.0 on the Harris, he should be given Tests 4 and 5; if he scores 6.0 on the Harris, he should be given Tests 6 and 7.

HARRIS GRADED WORD LIST

PRE-PRIMER

am
big
run
dog
up
to
me
it
good
look

PRIMER

all
cake
how
from
into
story
that
wanted
playing
milk

FIRST

another
cry
hopped
gate
snow
next
bunny
thought
well
running

SECOND

clang
fruit
quick
sound
teach
music
often
straight
dark
cannot

THIRD

cheek
reason
plain
inch
freeze
moment
knife
president
shovel
whale

FOURTH

addition
blizzard
compound
embrace
groove
introduce
magic
nonsense
permanent
scratch

FIFTH

accomplish
commotion
decorate
essential
marvelous
grateful
population
remarkable
suggestion
territory

DIRECTIONS:

1. Even though you know the student can read the easiest words, tell him to start at the beginning.

2. Don't write down errors while he is reading.

3. The level at which he makes 3 or 4 errors is his instructional level.

4. Enter this level on his registration form. If he scores 2.0 or below, enter the letters BR (Begining Reader) on the form.

5. If all words on level 5 are known, enter 6.0 on the form.

INFORMAL TEXTBOOK TEST 2

Name ______________________ Address ____________________

EYES FOR THE BLIND

Many blind people have guide dogs that help them. The dog lets his master know when to cross the streets. He shows him where to go when there is something in the way. Guide dogs must know many things.

A guide dog is picked when he is a puppy. For his first year he lives with a family. His life is like the life of any other dog. He must be well-cared for. He must be used to people.

After that year, he is ready to go to school. There he is trained. He learns to "see" for his master. That is why some guide dogs are called "Seeing-Eye" dogs.

1. Guide dogs help people who are ____________________

2. When is a guide dog picked? ____________________

3. Draw a line under the right answer.

- The story as a whole is about

a. blind people	c. sheep dogs
b. training a puppy	d. "Seeing-Eye" dogs

4. A guide dog goes to school. YES NO

Score: N. right ____________

DIRECTIONS TO EXAMINER:

1. A score of 4 indicates test 3 should be given.

2. A score below 4 indicates the need for placement in BR group.

INFORMAL TEXTBOOK TEST 3

Name ____________________________ Address ______________________

RIP! SMASH! CRASH!

Some men work at putting up houses. Other men work at tearing houses down. These men are called housewreckers. They must take a building apart and move all the pieces away.

Sometimes housewreckers use a big crane to help them in their work. The crane has a heavy ball swinging from its arm. The swinging ball rips, smashes, and crashes to make the building fall. The wreckers must be careful that no falling brick, wood , or glass will hurt anyone. Heavy trucks are used to carry the pieces away.

The work of housewreckers may seem strange, but it is important work. Many times, old buildings must be removed to make way for new roads, or parks, or better buildings. The land on which the old buildings stand must be cleared.

1. Men who remove old buildings are called ____________________.

Draw a line under the right answer.

2. From the story you can tell that

   a. It is not easy to wreck a house.
   b. It is easy to wreck a house.

3. The story as a whole is about

   a. how cranes work
   b. new buildings
   c. old buildings
   d. tearing houses down

4. Housewreckers just smash things up and let them fall where they may. YES NO

SCORE: No. Right ____________

INSTRUCTIONS TO EXAMINER:

1. A score of 4 indicates that Test 4 should be given.

2. A score of 2-3, that Instructional Reading Level is 3.0.

3. A score below 2, that placement should be in BR group.

INFORMAL TEXTBOOK TEST 4

Name ______________________________ **Address** ________________________

FIRE ! FIRE !

Fires are dangerous. They destroy many things of value. To prevent them, every city has its firemen, firehouses, engines, and trucks. A fire can be controlled or stopped easily if discovered in time. Suppose you were the first to see a fire starting. How would you quickly get word to firemen?

One way would be to telephone. You would just tell the operator where the fire is, and she would telephone the firemen. A quicker way of contacting the fire department would be to use a fire-alarm box. Such boxes are always painted red. It is easy to use a fire-alarm box. First, open the box. Inside you will see a handle. Pull it down, and let it go. Then stay at the box until the firemen come.

DRAW A LINE UNDER THE RIGHT ANSWER OR FILL IN THE BLANK.

1. A fire-alarm box is always painted ____________________.

2. This story as a whole is about

   a. why cities have firemen
   b. the telephone company
   c. letting firemen know about a fire
   d. how fires start

3. Fire destroys many things of value. YES NO

4. You should stay at the fire-alarm box until the firemen come. YES NO

SCORE: No. Right ____________

INSTRUCTIONS TO EXAMINER:

1. A score of 4 indicates that Test 5 should be given.

2. A score of 2 or 3, that Instructional Level is 4.0.

INFORMAL TEXTBOOK TEST 5

Name ______________________________ Address ________________________

HOUSE PESTS

The cockroach is a common house pest. This insect lives in cracks, under floors, behind baseboards, or in dark, damp corners. The cockroach does not like bright light. Because of this, cockroaches usually come out only at night to eat whatever food or garbage they can find. Homes can usually be kept free of roaches by keeping the rooms clean and dry.

The clothes moth is another household pest. The clothes moth lays her eggs in anything made of wool or hair. These eggs hatch into caterpillars that eat the material around them. Since moths do not like fresh air or sunlight, airing clothing and carpets in spring helps lessen the damage done by moths.

DRAW A LINE UNDER EACH RIGHT ANSWER OR FILL IN EACH BLANK.

1. This article as a whole is about

   a. two pests c. pests that eat wood
   b. moths and termites d. keeping rooms dry

2. Caterpillars eat cloth. YES NO

3. From this article you can tell

   a. fresh air kills house pests
   b. moths love sunlight

4. Cockroaches may feed on garbage. YES NO

SCORE: No. Right __________

DIRECTIONS TO EXAMINER:

1. A score of 4 indicates that Test 6 should be given.

2. A score of 2 or 3, that Instructional Level is 5.0.

INFORMAL TEXTBOOK TEST 6

Name ______________________________ Address ______________________

NEW YORK CITY "COPS"

Nearly everyone, at some time, has heard a policeman called a "cop." Do you know why he is given that name? From 1890 to 1895, all the policemen in New York City were given copper badges and required to wear them. Policemen soon began to be called "coppers" and in a short time this was changed to "cops."

There are more than 20,000 policemen in New York City. These men are paid by the city to keep order, to see that laws are obeyed, and to protect the citizens. The life of the policemen is not an easy one and it is not a safe one by any means.

DRAW A LINE UNDER EACH RIGHT ANSWER OR FILL IN EACH BLANK

1. This article as a whole is about

   a. copper badges c. New York policemen
   b. strange names d. getting a job

2. New York City policemen came to be called "cops" because

   a. they once wore copper badges
   b. the city gave them this name

3. New York City has less than 10,000 policemen. YES NO

4. New York policemen are paid by

   a. the Federal Government c. New York City
   b. the State Government d. a private company

SCORE: No. Right ____________

INSTRUCTION TO EXAMINER:

1. A score of 4 indicates that Test 7 should be given.

2. A score of 2-3, that Instructional Level is 6.0

INFORMAL TEXTBOOK TEST 7

Name______________________________ Address ________________________________

PAPER

Wherever we look around us we find paper. It is used in our books, in our newspapers, and in our magazines. Paper is used in the walls and roofs of our homes. The goods we purchase at stores are wrapped in paper. In short, paper seems to be absolutely necessary to our modern life. It is hard to believe that there was a time when man did not have paper.

It is believed that the first real paper was invented by the Chinese. The knowledge of this discovery then spread over the world. Paper can be made out of practically any vegetable material that contains fibers. In the beginning rags were used but today most paper is made by machinery out of wood pulp.

DRAW A LINE UNDER EACH RIGHT ANSWER OR FILL IN EACH BLANK

1. This article as a whole is about

   a. an article of clothing
   b. life without paper
   c. paper
   d. machinery

2. Rags have been used to make paper. YES NO

3. From this article you can tell that

   a. Paper is very necessary to our modern life.
   b. America made the first paper.
   c. We could get along very well without paper.

4. Most paper is now made of wood pulp. YES NO

SCORE: No. Right____________

INSTRUCTIONS TO EXAMINER:

1. A score of 4 indicates that Test 8 should be given
2. A score of 2-3 indicates that Instructional Level is 7.0.

INFORMAL TEXTBOOK TEST 8

Name ______________________________ Address ______________________

A WINNING PITCHER

In baseball, a winning pitcher should be able to throw the ball exactly where he wants it to go. His purpose is to confuse the batter, so he tries to deliver all his pitches with an identical starting motion.

He has other techniques for thorwing the batter off balance. A good pitcher can throw the ball, straight or curved, fast or slow. He can change pace, and throw a ball that, while it appears to be fast, is actually traveling at much less than its usual speed.

Some professional pitchers can throw the ball almost as fast as 100 miles an hour. Such a pitch takes less than half a second to travel the distance from the pitcher's hand to the catcher's glove. In this split second, the batter must decide whether or not the ball will curve or come in straight. He must decide whether or not it will land in the strike zone. He must decide whether or not to swing. The better he has analyzed the pitch, the more chance he has to make a hit.

DRAW A LINE UNDER THE RIGHT ANSWER OR FILL IN THE BLANK

1. This article as a whole is about

    a. a baseball's speed
    b. judging baseball players
    c. good pitchers and problems of batters
    d. a good ball team

2. From this article you can tell that

    a. Baseball is a popular sport.
    b. Baseball rules are hard to learn.
    c. A good baseball player must use his head as well as his body.

3. The pitcher tries to confuse the batter. YES NO

4. The batter must make quick decisions. YES NO

SCORE: No. Right ________

INSTRUCTIONS TO EXAMINER:

1. A score of 3-4 indicates that Instructional Level is 8.0.

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